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ABSTRACT

Emphasizing an interdisciplinary, experiential learning approach, this curriculum guide is designed for a one year recreative arts-outdoor education course for high school students in the Dallas (Texas) Independent School District. The course objective is to develop the skills and knowledge necessary for fostering responsible behavior in an outdoor setting; study of the environment is basic to the course. The nine four-week units include identification of all Texas fish and wildlife, the American Red Cross Standard First Aid Course, the Texas Hunter Safety Program, archery, survival, camping, boating safety (Texas Skippers Course), casting and angling in Texas, and horseshoe pitching. Each topic in a unit is described in terms of goals, projects, and activities. Resources and supporting materials for both teachers and students are detailed and include films, filmstrips, maps, periodicals, pamphlets and books. The units devoted to first aid and hunter and boating safety can result in student certification by the appropriate organization upon successful completion and testing. (NEC)

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RECREATIVE ARTS
OUTDOOR EDUCATION

RC011573

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dallas independent school district

1st Quarter
1st Four Weeks

Mastery Objective: The student will develop the skills and knowledge necessary for fostering responsible behavior in an outdoor setting. (Study of Regions of Texas) (A)

Branch: Recreative Arts-Outdoor Education

Learning Level/Course: Secondary

Suggested Time: Four Weeks

Focus	Ideas	Resources/Materials
The Eight Regions of Texas: Piney Woods North Central Hill Country Brush Country Post Oak Texas Coast Trans Pecos Panhandle 1st Regional Study A. Piney Woods	The student should be issed a highway map of the State of Texas. The student will outline the boundary of the Region in question and become aware of the position of the region in relation to the entire state of Texas.	Student Material 1. Texas Highway Map obtained from the Texas Highway Department Travel & Information Division. P.O. Box 5064, Austin, Texas 78763 Teacher Handbook 2. "Texas, Land of Contrast," Texas Highway Department, Travel & Information Division. P.O. Box 5064, Austin, Texas 78763.
B. Lake and River Study.	The Student should locate and illustrate each of the major rivers within the Piney Woods Region. He should also locate and illustrate the major lakes within the region.	Same as above. The Lakes of Texas. Outdoor World.

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Focus	Ideas	Resources/Materials
C. Parker Camping Guide for the Piney Woods	The student should locate each and every state park in the Piney Woods Region. He will list the State Parks, describe location and facilities available for public use. Emphasis should also be placed on travel preparation, distance and cost. The National Forest within the Region should also be emphasized. These areas are controlled by the U.S. Department of the Interior and rules and regulations, etc. may vary from State regulations. These facts should be described.	Ditto. Texas, Land of Contrast and Map of Texas. Teacher Refer to - chapter on Woodland Lakes - pp. 80 and pp. 182 and 183. - State Parks. Teacher Refer to - Texas, Land of Contrast - pp. 184. National Forest Student use - Road Map
D. Major Game and Non Game Mammals, birds and fish.	The student should compile a list of the game and non game mammals, birds and fish found in the Piney Woods Region. Illustrations and animal illustrations should be emphasized.	Teachers copy - Texas, Land of Contrast. - pp. 186-187-191. Texas Highway Department Fold Out - Texas Hunting & Fishing Bulletin # 5-A - Freshwater Fishes of Texas. Bulletin #41. The Mammals of Texas.
II. Following Regional Study of Texas. Regions North Central Hill Country Post Oak Panhandle Brush Country	Each listed Region of Texas will vary in some degree from that of the Piney Woods Region. These changes in geography, park and lake location and wildlife should be described to the student. The procedure used for the Piney Woods Region will be used in presenting <u>all</u> regions.	<u>Student Material</u> Texas Highway Map & Fold Out-Texas Hunting and Fishing. <u>Teachers Guides</u> Texas, Land of Contrast Chapters - North Central Region 1. Vibrant Gateway pp. 8 2. Rolling Prairie pp. 122 3. Brazos Valley pp. 136 Hill Country Region 1. Ranch & Hill Country pp.100 2. Pecos Frontier pp. 66 Post Oak Region 1. Ranch & Hill Country pp. 100 2. Brazos Valley pp. 136 3. Coastal East pp. 44

Focus	Ideas	Resources/Materials
		Panhandle Region 1. High Plains pp. 30 2. Pecos Frontier pp. 66 3. Rolling Prairies pp. 122 Brush Country Region 1. Ranch & Hill Country pp.100 2.Border Tropics pp. 162 Bulletin #41 - The Mammals of Texas. Bulletin #5-A Freshwater Fish of Texas.
III. Regional Study Texas Coast	The Texas Coast is unique as a geological region of our State. We should describe the difference between fresh and salt water wildlife and these factors should be illustrated accordingly. In direct relation to the wildlife are the many National and State Wildlife Refuges located along our coast. These areas should be studied. There are obvious differences in the recreational and leisure activities performed in the Coastal Region and they should be described.	Student 1. Texas Highway Map 2. Bulletin #33. Food and Game Fishes of the Texas Coast. 3. Bulletin #47. Waterfowl Habitat Management in Texas. 4. Texas, Land of Contrast Chapters - a. Border Tropics pp. 162 b. Coastal East pp. 44 5. Fold Out -Texas Hunting & Fishing
IV. Regional Study Trans-Pecos	The student should become acquainted with those recreational activities, State and National Parks and difference in geological structure available in the Trans-Pecos Region. The National Parks, State Parks, and Wildlife should be recognized and illustrated by the student.	Student 1. Texas Highway Map 2. Bulletin #41 - The Mammals of Texas. 3. Bulletin #5-A - The Freshwater Fish of Texas. 4. Texas, Land of Contrast Chapter- a. Pecos Frontier pp. 66 b. Towering West pp. 150 5. Fold Out - Texas Hunting and Fishing.
		Texas Parks & Wildlife Teacher Packet - General use for all Regions.

2nd Four Weeks
1st Quarter

Mastery Objective: The student will develop the skills and knowledge necessary for fostering responsible behavior in an outdoor setting. (American Red Cross Standard First Aid Course) (B)

Branch: Recreative Arts - Outdoor Education

Learning Level/Course: 10 - 11 - 12

Suggested Time: Four Weeks

Focus	Ideas	Resources/Materials
American Red Cross Standard First Aid	The student should be introduced to the value of first aid training. He should understand how to take care of himself, others, and be prepared in case of a natural disaster. In addition to the preceding he should understand the general directions of First Aid. After each chapter in the Standard First Aid Course the student should be tested. The knowledge obtained within this course will be valuable to him and others associated with him the rest of his life.	Standard First Aid, Fourth Edition, The American Red Cross, Chapter 1. Standard First Aid Kit - Field Kit.

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Focus	Ideas	Resources/Materials
Chapter 1 - Introduction to First Aid 1. Definition of First Aid. 2. Value of First Aid Training. 3. General Direction	The practical application of the knowledge and skills necessary to apply Standard First Aid are essential for the student in the Outdoor Education class. The activities that are described within the Outdoor Education curriculum reinforce a need for First Aid. It is essential that students understand the definition of First Aid. They should also be aware of the <u>reasons</u> for First Aid and the <u>value</u> in First Aid training. Examples include: a. Help for others. b. Self-help c. Preparation for disaster The student should also be exposed to the general directions for giving First Aid. The training is of no benefit to the student unless he can apply it's use.	Standard First Aid and Personal Safety, American Red Cross, Chapter 1, pp. 11-17.
Chapter 2 - Wounds 1. Classification of Wounds 2. Common Causes	This particular chapter within the First Aid unit bears emphasis for the program in Outdoor Education. When participating in outings such as hunting, fishing, camping, swimming or hiking, the individual involved may encounter various types of wounds. Examples include:	Standard First Aid. Chapter 2. pp. 18-44.

Focus	Ideas	Resources/Materials
	1. Abrasions 2. Incisions 3. Lacerations 4. Punctures 5. Avulsions	
3. First Aid for Severe Bleeding	The instructors should relay examples of these various types of wounds to the students. The common causes of these types of wounds should be described. First Aid procedure for open wounds and severe bleeding should be emphasized.	
4. Prevention of Contamination and Infection.	Prevention of <u>contamination</u> and <u>infection</u> should be described and outlined for the students.	
5. Removal of Foreign Objects From the Body	We should emphasize the unit for removal of foreign objects from the body. These accidents are common to the outdoor enthusiast. Example include: 1. Removal of foreign object from the eye. 2. Removal of fish-hook from a part of the body. After preliminary First Aid is applied, prevention against contamination and infection should be stressed.	
6. Bites 7. Closed Wounds 8. Prevention of Wound Causing Accidents	When participating in Outdoor Education activities the student may encounter various insect or animal bits. Prevention and care of these wounds should be described to the students. Additional study should include characteristics of <u>closed wounds</u>, causes and prevention, way to prevent wound causing accidents - at work - in the field - or at home. Various agents related to First Aid training may be contacted within the community in or around the school. Examples of related agents are: 1. Fire Department 3. Civil Defense 2. Police 4. American Red Cross	

Focus	Ideas	Resources/Materials
Chapter 3 - Specific Injuries	First Aid training should be emphasized for specific injuries such as eye injuries, head injuries, neck injuries, wounds to the chest, abdominal injuries and back injuries. Injuries to the Genital organs, legs and feet, and blisters should be described and First Aid application, care and prevention should be taught. General areas of emphasis include: 1. Symptoms of specific injuries as suggested above. 2. Precautions should be taken against additional injury and infection. 3. Always stress reassuring verbal First Aid. 4. Prevent shock. We should stress the value in safety and necessary precautions in case of accident while in the field. In many cases the individual may be injured a distance from medical assistance. Transportation of injured victims will be covered later in the unit.	Standard First Aid. Chapter 3 pp. 45-59
Chapter 4 - Shock	The unit on <u>shock</u> is relatively short but specific objectives and or steps should be achieved in order to apply First Aid, care and prevention of shock. It should be noted the Shock may be caused by severe injuries of all types. Also, some injury related types of shock should be mentioned and the difference explained. Traumatic shock as opposed to insulin shock, electrical shock, and other special forms of shock. Outlined below are the steps involved in the unit on Shock: 1. Definition 2. Causes 3. Signs and Symptoms 4. Treatment Objectives 5. First Aid	Standard First Aid. Chapter 4. pp. 60-65

Focus	Ideas	Resources/Materials
Chapter 5. Respiratory Emergencies and Artificial Respiration.	The unit describing respiratory emergencies and artificial respiration is of major interest in the Outdoor Education course especially in the area of water sports and activities. Drowning accidents account for many deaths each year among our youth. We should emphasize First Aid procedures, causes of drowning and methods of prevention. The unit on Respiratory Emergencies and Artificial Respiration is outlined below: 1. Definition of Unit 2. Causes of Respiratory Failure 3. The Breathing Process 4. Artificial Respiration 5. Cardiopulmonary Resuscitation 6. Prevention of Respiratory Accidents 7. Swimming and Safety Tips 8. Boating Safety Tips. Each section of the unit should be covered thoroughly. The instructor should make use of all available resources related to the unit.	Standard First Aid. pp. 66-90
Chapter 6. Swallowed Objects and Choking	Each year nearly 2000 deaths occur in the United States due to asphyxia caused by obstruction of breathing. Two-thirds of the deaths reported apply to children under the age of 4. It should be noted that a possibility exist of asphyxia of some individual at any time. This area is a concern of the instructor of Outdoor Education. The major topics in this unit are outlined as follows: 1. Causes of asphyxia 2. Signs and Symptoms 3. First Aid 4. Prevention	Standard First Aid Chapter 6. pp. 91-94

Focus	Ideas	Resources/Materials
Chapter 7 - Poisoning	When participating in such leisure time activities as boating, camping, hiking, swimming, fishing, and hunting, we are exposed to a multitude of possibilities for poisoning. For instance, a leaky lantern left ignited inside a closed tent might cause the danger of poisoning to those campers inside. Other examples of poisoning would include gasoline poisoning, poison plants, poison insects and poison reptiles. The student in the Outdoor Education class should be exposed to the First Aid prevention and care of individuals exposed to the possibility of poisoning. The unit on poisoning is outlined as follows: 1. Definition of Poisoning 2. Causes 3. Signs and Symptoms 4. Objectives in Treament of Poisoning by Mouth 5. First Aid 6. Contact Poisons	Standard First Aid Chapter 7. pp. 95-125
Contact Poisons	The contact poisons include common poison ivy and poison ants. It would be a good idea to expand this unit to some degree. Reports, charts, and student example, First Aid procedure are good projects to include in this section. 7. Prevention.	Standard First Aid pp. 102-106
Poisoning by Marine Life	8. Poisoning by Marine Life The fresh water catfish and the salt water jelly fish are examples of marine life that can cause considerable injury by poisoning. Examples such as the preceding should be noted in this section of Outdoor Education.	Standard First Aid pp. 106-110
Poisoning by Insects	9. Poisoning by Insects There are many individuals who are allergic to the sting of insects. Some cases have been known to cause death. For obvious reasons emphasis should be placed on this section when discussing Outdoor activity. Insect identification should also be stressed in this section.	Standard First Aid pp. 110-113

Focus	Ideas	Resources/Materials
Venomous Snakes	10. Poisoning by Venomous Snakes This section has never lacked interest within the Outdoor Education course of study. There are many films, reference guides and general information available on venomous snakes. These materials should be included when studing First Aid procedure for snake bites. It should be explained that varing opinions exist on First Aid applied for snake bits. The Standard Fird Aid section on snake bits as described in the booklet suggested should be followed.	Standard First Aid pp. 114-125
Chapter 8. Drugs and Their Abuse.	The impact of the Drug Abuse problem in the United States has been a major interest to educators for the past decade. It is a proven fact that exposure to Outdoor activity is one of the best methods of rehibilitating the drug offender. The following unit on <u>Drugs and Their Abuse</u> is desined to give the student a basic knowledge of drug abuse, emphasizing prevention of drug abuse, first aid, and care. The Unit is outlined as follows: 1. Definitions 2. Identification of Drug Abuse 3. Classification of Drugs a. Effects b. Abuse c. First Aid	Standard First Aid Chapter 8. pp. 126-143

Focus	Ideas	Resources/Materials
Chapter 9 - Burns	The possibility of an individual being injured by fire while performing Outdoor activity is always a concern. Fires and explosions are a major cause of injury in boating accidents. The material from which tents are made is highly flamable and will burn to the ground in a matter of seconds. Many campers have been injured around the campfire due to careless misuse of fire. These examples surely dictate the importance of First Aid and Safety training in the Outdoor Education course. The student should study and acquire the practical aspects of this unit. The unit is outlined as follows: 1. Definition 2. Cause and Effects 3. Classification 4. Extent and Location 5. First Aid 6. Prevention of Heat Emergencies	Standard First Aid Chapter 9. pp. 144-159
Chapter 10 - Frostbite and Cold Exposure	The extent of injury caused by exposure to abnormally low temperature generally depends on such factors as wind velocity, type and duration of exposure, temperature, and humidity. The factors are of particular interest to participants of winter camping, fishing, hiking, and hunting. The possibility of frostbite and cold exposure occurring to individuals deserves the attention of the Outdoor Education class. The following outline presents the unit concerning Frostbite and Cold Exposure. 1. Frostbite (characteristics) 2. Cold Exposure (manifestations) 3. Prevention of Injuries From Cold	Standard First Aid Chapter 10. pp. 160-165 Field Book, Boy Scouts of America, Chapter 13, pp.261.

Focus	Ideas	Resources/Materials
Chapter 11. Heat Stroke, Heat Cramps, and Heat Exhaustion	The students should study the effects of excessive heat of the body. Excessive heat may affect the body is a variety of ways and may result in conditions referred to as heat stroke, heat cramps, and heat exhaustion. When performing activities such as fishing, hiking, hunting, running, or climbing we may encounter these affects of heat. We should follow the outline as described in Chapter 11 of the Standard First Aid Book. 1. Definitions 2. Causes 3. Heat Stroke 4. Heat Cramps 5. Heat Exhaustion	Standard First Aid Chapter 11, pp. 166-169
Chaper 12. Sudden Illness	One of the most common mishaps of Outdoor adventure activity is sudden illness. A hunting, canoeing or fishing trip can be very disappointing if you or someone with you becomes ill. For example each year many deer hunters fall victim to Heart Attacks, Stroke and Fainting simply because they do not physically prepare themselves for the activity. The students should study the outline and chapters presented. They should also prepare for a class project a conditioning schedule for their parents, friends, or themselves in the event of a planned outing where strenuous exercise is essential. The following outline describes the chapter on Sudden Illness: 1. Heart Attack 2. Stroke 3. Fainting 4. Convulsion 5. Epilepsy	Standard First Aid Chapter 12. pp. 170-176

Focus	Ideas	Resources/Materials
Chapter 13 - Dressings and Bandages	The techniques of applying dressings and bandages for injuries are essential instructional areas within the Outdoor Education course. Many projects may be presented to the students concerning these techniques. It should be pointed out to the students that in many cases or situations where bandages are applied improvisions may be necessary. Techniques for this possibility should be studied. The outline for Chapter 13 is as follows: 1. Dressings 2. Bandages 3. Combination Dressings and Bandages 4. Special Pads 5. Application a. General principles b. Elastic bandages c. Gauze bandages d. Triangular bandages e. Adhesive Strip dressings f. Methods of applying bandages 6. First Aid Kits and Supplies a. Unit Type b. Cabinet Type	Standard First Aid Chapter 13 - pp. 177-194
Chapter 14 - Bone and Joint Injuries	The unit on Bone and Joint injuries is concerned with multiple injuries to the skeletal system. A detailed study of this unit should be taken by the students. They should understand First Aid technique, care and prevention of injuries to bone and joints. The unit is outlined as follows: 1. Definitions a. Fracture b. Dislocation c. Sprain d. Strain 2. Fractures 3. Specific Fractures 4. Dislocation	Standard First Aid Chapter 14 - pp.195-224

Focus	Ideas	Resources/Materials
	5. Sprains 6. Strains 7. Prevention of Accidents Resulting in Skeletal and Muscular Injuries.	
Chapter 15 - Emergency Rescue and Short Distance Transfer	Emergency rescue and transfer deal with the movement of victims away from hazardous locations and the use of protective methods to support a victim's body during emergency transfer. There are uncountable cases of injury to individuals in wilderness areas who had to be transferred under the most difficult situations. During activities such as hunting, backpacking, swimming, or camping, the possibility of emergency transfer is always present. Therefore, the student should be exposed to all methods available in order to prepare for this situation. Group discussion and group teams should be organized within the class to perform the methods of transportation. In addition, the student should study the chapters presented. The unit is outlined as follows: 1. Definition of Emergency Rescue 2. Indications for Immediate Rescue 3. Procedure 4. Methods of Transfer Examples: a. Chair carry b. Blanket carry c. Three and four person carry d. Stretchers and letters e. Vehicle transfer f. Fire rescue g. Water rescue h. Ice rescue	Standard First Aid Chapter 15. pp. 225-253

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Focus	Ideas	Resources/Materials
Summary	The Standard First Aid course is one of the most important units the student will take. The instructor should use every reference and related facility available to make the course informative and interesting. The student should be tested after each chapter and a suggested grade of 70% on each test obtained prior to certification. We must emphasize the importance of the application of the techniques learned to obtain a responsible First Aider.	

3rd Four Weeks
1st Quarter

Mastery Objective: The student will develop the skills and knowledge necessary for fostering responsible behavior in an outdoor setting. (Texas Hunter Safety Program) (C)

Branch: Recreative Arts - Outdoor Education

Learning Level/Course: 10 - 11 - 12

Suggested Time: Four Weeks

Focus	Ideas	Resources/Materials
I. Responsibility in Hunter Safety	In order to understand the role fo the Texas Hunter Safety Program the student should be introduced to the following areas: 1. The role of the Training Program 2. Hunter Ethics 3. Firearm Safety 4. Game Laws 5. Sportsmanship 6. Wildlife Conservation These units should be covered thoroughly, emphasizing responsibility and attitude as the key of the Hunter Safety Program. In order to give the student active participation in live firing of firearms, the ROTC Shooting Range may be requested for use of the Daisy Air-rifle program may be used.	The Hunter Safety Handbook (Text) Texas Parks & Wildlife Pp. 2-9 The Teacher & Student Packet from Texas Parks & Wildlife Instruction Manual. The National Rifle Association Hunter Safety Program 1 - 36. A Guide to Texas Hunting and Freshwater Sport Fishing Regulations - 1974-75. The Daisy Corporation, Hunter Safety Unit.
II. Fundamentals of Arms	Part two of the Texas Hunter Safety Program is designed to acquaint the student with the basic types and parts of firearms. Outlined below are the areas covered within this unit. 1. Early Firearms 2. Rifles 3. Shotguns 4. Common Hand Guns 5. Ammunition	Texas Parks and Wildlife, Hunter Safety Handbook - pp. 12-27 Instructor's Manual - Hunter Safety and Conservation Program The National Rifle Association pp. 37-92 The Teacher & Student Packet Texas Parks & Wildlife

Focus	Ideas	Resources/Materials
	6. Black Powder & Muzzleloading 7. Shooting & Gun Handling 8. Proper Care of Firearms 9. Marksmanship Upon completion of part two of the Hunter Safety Program the student should understand the fundamentals of firearms. They should recognize the value of safety at home, on the range, and in the field. They may receive certification as a safe hunter through the Texas Parks and Wildlife Hunter Safety division.	A Guide to Texas Hunting and Freshwater Sport Fishing Regulations - 1974-75. Option - The Daisy Air Rifle Program

2nd Quarter

1st Four Weeks

Mastery Objective: The student will develop the skills and knowledge necessary for fostering responsible behavior in an outdoor setting.

(Archery) (D)

Branch: Recreative Arts - Outdoor Education

Learning Level/Course: 10 - 11 - 12

Suggested Time: Four Weeks

Focus	Ideas	Resources/Materials
I. Introduction	Can be dated as far back as 3000 B.C. Was used as a necessary tool in obtaining food and protection. Present day archers take up the bow and arrow for recreation as well as hunting.	NRA Hunter Safety and Conservarion Program. Bowhunting Instructors Manual page 5.
2. Equipment	A. Bow - Two designs are: straight limb and recurved - most popular is recurved. Hunting bows are generally shorter than target bows. The draw weight of a hunting bow varies from 30 to over 75 pounds. The target bow would be less. Parts of the bow (refer to Texas Hunter Safety, p. 28) B. Arrow - Can be made of wood, glass, or aluminum. The wood arrow costs less and is recommended for hunting small game because of the loss of arrown. Glass and aluminum are better for target shootings, and large game hunting because of the accuracy and less breakage. Parts of arrow (refer to Texas Hunter Safety, p. 29)	NRA Bowhunting p. 6 Texas Hunter Safety p. 28 NRA Bowhunting p. 7 Texas Hunter Safety p. 29

Focus	Ideas	Resources/Materials
	Arrow Heads- Five types. (1) target point (2) field point (3) hunting point (broadhead) (4) barbed harpoon (bowfishing) (5) blunt	
	Arrow Length - is very important because if the arrow is too short it can be overdrawn.	NRA Bowhunting Page 8
	C. Bowsights - Archer can achieve greater accuracy by using the different designs arranged from movable pin to a set of precision optics. The movable pin is the most popular and when used the sight pin is moved in the opposite direction the arrow must go.	
	D. Armguard - Made of leather or vinyl and worn on bow arm to prevent injury to inner forearm as a result of rapid forward motion of the string. Also will keep loose sleeve material out of the way.	
	E. Finger tab or Glove - Worn on fingers used in drawing the bow-string.	
	F. Quiver - Devise used to carry arrows - 4 types. (1) Shoulder quiver (2) Hip quiver (3) Bow quiver (4) Ground quiver - used in target shooting.	

Focus	Ideas	Resources/Materials
3. Equipment Care	Store the bows unstrung in a place that is not too dry and the temperature is fairly constant. Keep the string waxed. Arrows should be placed in a vertical position with the points down. Make sure all dirt is cleaned off the tips of arrows and bow	NRA Hunter Safety Bowhunting pp. 9-10
4. Preliminary Fundamentals of Shooting	Bracing or stringing the bow. There are eight basic steps in correct shooting: (1) Stance (2) Gripping the bow (3) Nocking (4) Drawing (5) Holding and Aiming (6) Releasing (7) Follow Through (8) Rhythm and Habit	NRA Hunter Safety and Conservation Program Bowhunting pp. 10-12
5. Safety	A. Check condition of equipment before using. B. Never nock an arrow or draw a bow while facing someone. C. Be sure of the target. D. Never shoot straight up in the air. E. Arrow should be kept in shooting position as you stalk game in the field. Do not point it at anyone at any time.	NRA Safety and Conservation Program. Bowhunting pp. 12-13
6. Bow Hunting	There are quite a few techniques of bow hunting. The hunter should know the equipment and self. Follow these rules: A. Know hunting with a bow is far more difficult than with a gun. B. Accept limitations of equipment. C. Know vital areas of game hunted. D. How to track wounded game. E. Commit self to sport - learn about it.	NRA Hunter Safety and Conservation Bowhunting p. 13.

2nd Quarter

2nd Four Weeks

Mastery Objective: The student will develop skills and knowledge necessary for fostering responsible behavior in an outdoor setting. (Survival) (E)

Branch: Recreative Arts-Outdoor Education

Learning Level/Course: 10 - 11 - 12

Suggested Time: Four Weeks

Focus	Ideas	Resources/Materials
Introduction	The secret to survival is preparedness. The student should be made aware of basic survival rules and the different situations and emergencies in which the ability to survive is paramount. The different survival situations are: 1. Sudden events due to accidents: fire, automobile, plane and train accidents, home and industrial accidents, failure of power in public utilities, getting lost in outdoor areas. 2. Emergencies and catastrophes caused by the elements: floods, cyclones, tornadoes, lightning, earthquakes, snow and ice. 3. Conditions due to war: nuclear warfare, bombing, poison gases, devastation of cities, destruciton on and under the water.	Fieldbook Boy Scouts of America Texas Hunter Safety Handbook Texas Parks and Wildlife NRA Hunter Safety and Conservation Program Survival
	Prevention and responsibility (refer to Fieldbook BSA, p. 302)	Fieldbook BSA, p. 302
	Six Basic Rules for Survival (refer to Texas Hunter Safety, p. 36-37, and NRA Hunter Safety Survival, p. 9)	

Focus	Ideas	Resources/Materials
Psychological Aspects	Admit you are lost - sit down and build a fire regardless of time of day and weather. Building a fire can do a great number of things for a person such as provide warmth, drying clothes, light, cooking and signaling and morale. Think and Re-think - 1. Go back over trip 2. Remember turns made 3. Remember landmarks (streams, rocks, roads, etc.) Go back over trip again and this time draw a map on the ground with a stick or on paper. Compare this map with your map if you have one. Plan for seven days. To summarize the psychological aspects of survival consider one word - STOP. Stop, Think, Observe, Plan	NRA Hunter Safety Survival p. 8
Hypothermia	Lowering of the body's inner core temperature to a point where mind and body cease to function properly, or at all. The student should be made aware of what Hypothermia is, how to guard against it, be able to detect it, and know how to treat it.	NRA Hunter Safety and Conservation Survival pp.8-9 Texas Hunter Safety pp.41-42
Clothing	Any time a person goes outside for an extended length of time, unexpected weather changes should be taken into consideration. The best way to be prepared for this is by the layered method of clothing. The choice of clothing provides three functions - a layer for insulation, a measure of thickness to absorb body perspiration, and some sort of shell or covering to keep wind from spoiling the effectiveness. The layering of clothing should be: 1. Easy on - easy off 2. Lightweight (wool is best to use) 3. Be ventilated (especially rain gear) 4. Offer ease of movement.	NRA Hunter Safety Survival pp. 9-10

Focus	Ideas	Resources/Materials
	Headgear - If your fingers, hands, and feet are cold - put on a hat. Headgear should be worn in the heat to protect you from the sun, and in the cold to keep the body warm . Gloves or Mittens - worn to conserve body heat or in mild weather to prevent injury when building fires or shelters. Mittens offer greatest amount of warmth because the fingers are in contact with one another. Footwear - Should be suitable for terrain, weather and the amount of walking to be done. Always carry extra pair of socks. It is advisable to wear two pairs of socks - the inner sock keeps the foot warm while the outer sock collects & passes off perspiration. Sturdy leather boots are excellent footwear & should be waterproofed. Always carry an extra set of shoelaces. Rain gear - A lightweight covering which guards against wind-driven rain, and protects head, neck, body, and legs.	
Map and Compass	Both have advantages, but must be used together to be effective. However, observation is the best tool in finding your way. Take a mental note of everything you see from the beginning. Maps - Types of Maps a. Planimetric - shows land features such as roads, trails, rivers, lakes, and peak elevations. b. Topographical - A contour map shows land elevations and shapes. Compass - By itself, the compass is inadequate as a direction finder and position locator. Used with a map, however, the compass becomes an invaluable tool. Before going into the woods always check your compass and bearings. This assures you that you have the compass and map with you, and serves to establish the direction or course which you must follow. You should do this whether you are on an old trail, country road, or from a camp.	Fieldbook - BSA pp. 15-29

Focus	Ideas	Resources/Materials
	How to Use a Compass - There are 2 types of compasses -- Woodsman and Orienteering. Without a compass, the sun, your watch, and a stick can be used to find North. At night the North Star can be used for direction. Exercises: 1. Locate and match visible landmarks with a map. 2. Find exact position, using river, trail, or ridge hunter is one, and a distant landmark positively identified. 3. Find a true course, to a particular destination or landmark, which cannot be reached by keeping it in sight. 4. Run an indirect course around an impasse. 5. Use watch as a compass - find North. 6. At night, locate the North Star. 7. Locate North using Stick and Peg method.	NRA Hunter Safety Survival pp. 11-12 Texas Hunter Safety - p. 40
Firemaking and Starting	This is the first thing that has to be done. The greatest need that a fire provides is confidence. Besides helping morale a fire provides warmth, dry clothes, light, cooking, and signaling. Location of Fire: 1. Never build a fire under a tree. 2. If in snow, first build a platform. 3. Avoid wet, porous rocks because they can explode when heated. 4. If the ground is dry, scrape down to bare dirt to avoid fire spreading. 5. Build the fire against a rock or wall of logs which will reflect heat into your shelter. Tinder, Kindling & Fuel: Collect tinder as you see it - keep it dry - keep your reserves built up. Have all materials collected before attempting to light your fire. Try the fastest way to start a fire first, then others, before your matches are gone.	

Focus	Ideas	Resources/Materials
	The following items are excellent tinder: 1. Cotton balls) pull strands 2. 000 steel wool) apart gently 3. Sawdust saturated with kerosene 4. Candle Keep your fire small but warm to conserve fuel.	Fieldbook, BSA - pp. 310-311 Texas Hunter Safety p. 38
Shelter	Even though early rescue is the goal, a person in a survival situation should plan for the worse. Erect a good shelter and be careful not to waste valuable energy resources. In planning your shelter use whatever resources that are readily available-- cave, rock, log, tree, etc. A shelter should provide a minimum of body heat loss and a maximum of body protection. Location: Away from the wind out of direct sun, snow, rain. Heat should be radiated into a shelter. Types and Construction: tree root, snow as an insulation, rocks, overhangs, caves, large logs, broken tree, lean-to with fire at entrance, thatch shelters.	Fieldbook, BSA p. 308 NRA Hunter Safety Survival p. 13 Fieldbook, BSA - pp.308-309
Travel and Rescue Signals	Travel: If at all possible, stay put. Especially in the desert stay with, but not in, your car. If you must move, leave a note on a piece of bark, rock, or paper that is noticeable. Be sure to date it, tell your plans and direction of travel. Some guidelines to follow when traveling are: 1. Leave a trail that can be followed by a rescue party. 2. Try to follow railroad tracks, go down a stream, roads (at an intersection follow what seems to be the main road or tire tracks) Travel slow - gives a group time to catch up, saves energy, and start to camp early.	

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Focus	Ideas	Resources/Materials
	Rescue Signals - The International Emergency Distress Signal is three of anything. The important thing is to get your signals out immediately. If you do not have a radio - smoke is best in daytime; fire at night. If you are in an open area, stamp out or place branches or rocks in the shape of a large "X". On a sunny day any reflective surface is a very good signal. Make a flag from a bright or contrasting color of material and fly it from the highest point around.	
	Ground-to-Air-Signals - Become familiar with these International signals. Make them visible with any contrasting material. Destroy all signs upon rescue.	Fieldbook, BSA pp. 305-307
Water and Flood	Water: Without water a person will die within a few days. The body is 80% water and we lose it 3 ways; perspiration, respiration, and urination. Whenever you are going into the wilderness always carry enough water for a couple of days. The minimum daily requirement is 2 to 3 quarts. Also needed is about 3 feet of surgical (rubber) tubing.	
	Know the signs to dehydration: 1. dark orange urine 2. headache 3. thirst 4. increased pulse rate 5. dizziness 6. absence of saliva 7. no appetite 8. nausea	
	Water sources: ground water (solar still), rain, snow, ice, dew, succulent plants, sap of trees and vines, and fruit.	Fieldbook, BSA pp. 314-315
	Food - The requirement for food is not so urgent as water as you can go for weeks without it. However, you will be more alert, and have more confidence if you satisfy your hunger.	

Focus	Ideas	Resources/Materials
	Food sources - Many sources of food exist if you gear your thinking to find them appealing. The students should be familiar with edible foods. All meat and fish should be cooked. Avoid game or fish that appear sick, lazy or act strange. Almost all greens are edible. Black or blue berries are usually safe, but red and white berries should be avoided unless positively identified as safe. Do not eat or drink plants with a milky sap.	
	Hunting and Fishing for food (refer to Fieldbook, BSA pp. 318-321)	Fieldbook, BSA, pp. 318-321
	Identifying edible plants - (refer to Fieldbook, BSA, pp. 322-331)	Fieldbook, BSA, pp. 322-331
Survival Kit and Equipment	A survival kit is a necessity in the wilderness at all times regardless of where you are. Anyone going away from a camp site should have the kit with them. The survival kit should be prepared for your local conditions. The kit should weigh no more than a pound and packed into a small pouch to be worn around the waist or a metal box to be carried in the pack. There are as many ideas for survival kits as there are people. The students should become familiar with the various suggestions for a kit, different uses for each item, and finally compile a kit of their own.	
	Suggestions for a kit: 1. First Aid (bandages, adhesive tape) 2. Fire starter (waterproofed matches in waterproof container, small butane lighter, metal match) 3. Tinder (tightly rolled paper soaked in parafin, 000 steel wool, sawdust saturated in kerosene in a plastic container, cotton balls) 4. Whistle 5. Signal mirror (glass or metal)	Fieldbook, BSA, p. 550 NRA Hunter Safety Survival, p. 17 Texas Hunter Safety Handbook pp. 38.

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Focus	Ideas	Resources/Materials
	6. Fishing tackle (nylon line, hooks, sinkers, lures) 7. Candle (long burning) 8. Aluminum foil (torn in sheets for cooking and drinking) 9. Map and Compass (map of area in which you are traveling) 10. General purpose knife 11. Nylon rope (parachute type) 12. Surgical tubing (3' in length) 13. Salt tablets and sugar cubes 14. Pad and pencil 15. Emergency food (high protein, energy - jerky, dehydrated food) 16. 8 foot square of clear plastic 17. Wire saw Many other items can be included in a kit and can be of great value such as a flashlight (can use batteries to start fires with steel wool as well as signal for help). Large garbage bags can be used for protection from rain, and cold. A person's imagination and the ability to improvise can be of as much value as the entire kit.	

2nd Quarter

3rd Four LWeeks

Mastery Objective: The student will develop skills and knowledge necessary for fostering responsible behavior in an outdoor setting. (Nature Craft) (F)

Branch: Recreative Arts-Outdoor Education

Learning Level/Course: 10 - 11 - 12

Suggested Time: Four Weeks

Focus	Ideas	Resources/Materials
Ropework Introduction	Rope is essential to many Outdoor activities, and anyone involved in these activities should be familiar with their qualities. There are 3 basic kinds of rope - layered, braided, and combination. The students should become familiar with the following: 1. Different types of rope 2. Strengths of various ropes 3. Care of rope 4. Different knots and their uses 5. Splicing 6. Lashings	Fieldbook, BSA pp. 85- 87
	There are 3 ways of arranging all knots, bends, and hitches. A combination of bights, loops, and overhand knots are used.	Fieldbook, BSA - p. 88
Knots for Joining	Square knot) Sheet Bend) Illustrations and directions Fisherman's knot) in Fieldbook	Fieldbook, BSA - pp. 90-91
Knots for Loops	Slipknot) Taut-line Hitch) Illustrations and directions Bowline) in Fieldbook	Fieldbook, BSA - pp. 92-93

Focus	Ideas	Resources/Materials
Knots for Attaching	Clove Hitch) Illustrations and Two Half Hitches) directions in Timber Hitch) Fieldbook	Fieldbook, BSA - pp. 94-95
Splicing	Splices are used to mend rope or to fasten one rope to another. The students should become familiar with three splices and their uses. Short Splice - Used to join two pieces of rope, en d to end, permanently. The length of the splice is six times the diameter of the rope. When meshing the rope together always go in the direction of the lay. Pull the splice tight after each set of tucks. The spliced rope will be larger in diameter than the rest of the rope.	Fieldbook, BSA - p. 99
	Long Splice - Should be made only with two ropes of the same size. This allows the ropes to pass through a block. Illustration and directions in Fieldbook.	Fieldbook, BSA - p. 98
	Eye Splice - is a way to make a permanent loop without seriously weakening the rope as a knot does. It cannot be untied. Unlay three or four diameters from the end of the rope and tie it with fishing line to prevent unlaying. Make a bight the size you want the loop to be. Illustrations and directions in Fieldbook.	
Lashings	Lashings are relatively permanent ways of holding wood together with rope. Binder twine is the best material for lashing, although parachute cord may be better for the average Outdoor activity because of the flexibility of the rope. Wrap - means to make one complete circuit of the wood according to the pattern of that particular lashing. Frap - means to go one complete turn around the wrapping (but not the wood) to tighten the wrapping.	Fieldbook, BSA - p. 99

Focus	Ideas	Resources/Materials
	Square lashing) Illustrations and directions Diagonal lashing) in Fieldbook Tripod lashing) Shear lashing) Floor lashing)	Fieldbook, BSA - pp. 100-103
Woodcraft and Lapidary	Woodcraft is the use of native materials in Woodcraft; identification of trees, showing the relationship between trees in their native state and their use as craft and building material. Lapidary activities include rock collecting, identification, cutting and polishing. Crafting things from rocks should be included in this unit such as rock sculpture and painting. Any activity in crafts can be as varied as the teacher or the student's imagination. Some suggestions are: Decorated Walking Sticks: There is something about hiking that makes you feel like carrying a walking stick. Find a nice, smooth branch or limb and make designs on it with acrylic paints or by whittling. Each student would have his/her personalized stick for future hikes. Whittling - Find piece of soft wood and with a sharp knife carve it into a design.	
Leaf Designs	Leaves on Glass - Collect leaves, flowers, butterflies - dry the flowers and press the leaves and butterflies between wax paper in a thick book. Glue or tape collection on a piece of glass. The window of the classroom is a good example. Leaf Prints in Clay - If you are fortunate enough to be in an area where there is clay (river and creek banks) dig some up and wet it enough to make it easy to work. Press leaves into the clay mold hard enough to leave an imprint in clay. Remove leaf and let clay dry. Clay mold can be made into ash trays, pots, etc. while they are wet.	

Focus	Ideas	Resources/Materials
	Dried Arrangement - Use a piece of drift wood, log, or small limb for the base. Leaves, flowers, evergreen, or pine cones can be arranged into a pretty decoration. These can be held together with parafin, clay, or some things can be glued. Scrapwood - Old boards from fences, houses, etc. can be used to paint on with either acrylic paints or after the campfire is out use the cooled charcoals as the crayon. Partially burned pieces of wood also have unusual shapes and make into nice decorator pieces. Rock Sculpture - Collect rocks that look good together - to make a doll,use the larger rock for the body and a smaller one for the head. Fasten pieces together with a fast drying glue. Use acrylic paints to paint on features. Can be decorated with moss for hair or twigs for arms. Pebble Pictures - Collect large amount of small rocks - these can be glued on a piece of cloth or cardboard (or carve a side flat on a log). An entire story picture can be made by putting the different pieces of rock together to make figures, objects, etc. Lapidary - hunting for unusual rocks and minerals can be an enjoyable experience even if the trip is not too successful. To identify different minerals a field guide to rocks and minerals is needed. Some rocks can be polished and made into beautiful jewelry or displayed on a stand. The students should be made aware of all the beauty nature has in store. Instill in them to keep their eyes open. As a class takes hikes around the school the students will be amazed at all there can be done with objects found on the grounds. Make a collage out of old pieces of scrap found - this also helps clear the litter.	

3rd Quarter

1st Four Weeks

Mastery Objective: The student will develop skills and knowledge necessary for fostering responsible behavior in an outdoor setting. .(Camping) (G)

Branch: Recreative Arts-Outdoor Education

Learning Level/Course: 10 - 11 - 12

Suggested Time: Four Weeks

Focus	Ideas	Resources/Materials
The Thical Camper	The camper's ethic is based on love of nature and love of fellowman - if he or she operates from these two bases the camping side will be left as undisturbed as possible for those coming after him. The 10 ethics of camping listed below should be followed: 1. Fires built in areas so as surrounding vegetation will not be damaged. 2. Fires kept under control and properly extinguished. 3. Disposal systems will not pollute watercourses. 4. Trails made so as erosion will be prevented along them. 5. Check on all laws and regulations of an area, particularly of game laws, beforehand. 6. Always get permission from the owner of private land before entering. Be sure to close all gates and not to trample crops. 7. Have respect for other campers - most go to bed early and get up at daybreak. Keep lanterns turned to lowest setting. 8. Noise carries extremely far in campgrounds. Keep the volume down on late night talking, and use earphones on radios, etc.	

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Focus	Ideas	Resources/Materials
	9. Respect the privacy of other campers to the utmost. Only borrow equipment if it is offered. 10. The clean-up is one of the most important. Everyone must help - make sure all lids are on garbage cans to keep animals out an d flies down. Leave the site cleaner than when you arrived.	
Destination	The "Texas,Land of Contrast" book published by the Texas Highway Department is the best guide of where to go anywhere in the State. The students should be made aware of the local area lakes and campgrounds and then branch out to the other parts of the State and Nation. The local city parks department is a good authority to contact on where to go and what activities can be enjoyed there. According to the Texas Highway Department there are 28 lakes within 100 miles of this area. Most of these lakes have camping facilities. Also, within the North Central area of Texas there are over 80 campground sites that are operated by either local, state, or federal agencies. The Boy or Girl Scouts of America, the YMCA, YWCA, and some church groups have facilites that they will be glad for a class to use if they are not being used at that time.	Texas-Land of Contrast, Texas Highway Department. pp. 23-25 Texas Land of Contrast, Texas Highway Dept. pp. 27-29
Personal Gear	<u>Clothing</u> - Clothes should be selected for comfort in the outdoors. The clothes furnish the insulation; the body is it's own heater and air-conditioner. In warm weather a free flow of air through the cloth is needed to carry off excess body heat. The clothes only need to protect you from sunburn and underbrush. In cold weather, clothing should retain body heat, but still permit the evaporation of sweat. This is why several layers of light weight clothes are preferrable over one heavy layer. Always the clothes should allow free movement regardless of the weather. An outer garment which is water proofed is necessary.	Fieldbook, BSA - pp. 6-7

Focus	Ideas	Resources/Materials
	Care of the feet is of utmost importance. Wear shoes that are designed for outdoor situations. The shoes should have good arch and ankle support, protection of the feet, and a good grip on the ground. Your toes should have room to wiggle and be able to breathe; that is, the sweat must evaporate. Thick wool socks are the best to wear. However, some people cannot wear wool and for those who cannot, a cotton nylon blend athletic sock is best. Two pairs should be worn to prevent blisters and better cushioning.	Fieldbook, BSA - pp. 42-43, 46-47, 272-273.
	Back Packs - All back packing equipment should be lightweight. The pack should have a sturdy frame, wide shoulder straps to prevent cutting into the shoulders, and a heavy waistband to take some strain off your shoulders.	
	Sleeping Gear - Since we spend one-third of our life in bed, a lot of thought should be put into the equipment you take along. The gear should be suited for the climate. The challenge is in finding the compromise between the lightest bedroll possible and the least sacrifice of comfort.	Fieldbook, BSA, - pp. 44-45
	Check list for personal gear.	Fieldbook, BSA, - p. 35
Group Gear	There are quite a few pieces of equipment that should be shared by the group to cut down on the weight. Some of these items are used only when a permanent camp is being set up. Some items that come under this catagory are: 1. Cooking equipment 2. Camp tools 3. First Aid 4. Tentage equipment	Fieldbook, BSA, - pp. 36-37

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Focus	Ideas	Resources/Materials
Tents	The climate and mode of transportation determines the type of tent needed. Whatever the need for a tent, there are some things that are very important in selecting the perfect one. It should be colorfast, waterproofed, especially in the seams, have mosquito netting to keep out anything that crawls, tent ropes of either manilla or nylon. Look for reinforcements at stress points.	Fieldbook, BSA, - pp. 38-39
	<u>Types of backpacking tents</u> - must be lightweight. There are four types used by the Scouts: 1. Over-nighter 2. Adventurer I 3. Voyager 4. Nylon Trail Fly	Fieldbook, BSA, - p. 40
	<u>Types of permanent camp tents</u> - can be of medium weight. Four types used by the Scouts are: 1. The Baker 2. Explorer 3. Camper 4. Wall Tent	Fieldbook, BSA, - p. 41
	Regardless of the kind of tent needed all should have these qualities: 1. Easy to pitch and strike. 2. Open as fully as possible for dying out after a rain. 3. Dry inside after a blowing rain. 4. Adequate ventilation. 5. Open on one side to view country side without letting normal rain in. 6. Lightweight as possible for use. 7. Effective insect protection. 8. Proofed against ground moisture.	
Camp Site	There are eight major features a camp site should have and even an overnight campsite should have the first three. The features are: 1. Pure water 2. A level open spot with good drainage. 3. Adequate supply of firewood. 4. Privacy 5. Breeze in the summer and windbreaker in the winter. 6. Exposure to direct sunlight in the mornings, but shade in the early afternoon.	Fieldbook, BSA, - pp. 50-51

Focus	Ideas	Resources/Materials
	7. Security against fire. 8. Suitable supply of poles and stakes for poles.	
Setting Up	<u>Duties</u>- Divide the duties of setting up the camp into about four groups. Since nobody really likes to work alone, the buddy system is suggested. The number of groups needed depends on the camping situation. Four groups are always a good number to start with, with the duties being: setting up the camp headquarters, digging a latrine, gatheri ng firewood, and collecting water. Another group should set out to add the extra comforts. When all of the duties of the camp have been taken care of - each camper should take care of his/her personal gear.	Fieldbook, BSA, pp. 126-127 Fieldbook, BSA, - pp. 52-60
Fire Building	The location of a campfire is determined by it's use. A heating fire should be close to the tent so that it radiates heat with little loss. The cooking fire should be far enough away from the tent to keep the smoke out of the tent, but close enough for convenience. All fires should be kept under control, built in areas that will cause little damage to vegetation around it, and be properly distinguished. <u>Safe Fires</u> Build about 10 feet away from brush and nearest tree. Light on the windward side. Feed fire from leeward side. Sprinkle water on the fire to extinguish.	Fieldbook, BSA, - pp. 114-115

Focus	Ideas	Resources/Materials
	<u>Materials for Fires</u> Three kinds of materials are needed for fires: 1. Tinder 2. Kindling 3. Fuel	Fieldbook, BSA, - pp. 116-117
	<u>Kinds of Fires</u> Do not make the mistake of laying the fire where the fuel will collapse as soon as the tinder burns out. The fire will be smothered and you will have to start all over again. Know these three fire lays: 1. Lean-to 2. Fire-Stick 3. Cross-ditch There are different fires depending on the need. A camper should know the following: 1. cooking fi re 2. baking fire 3. friendship fire 4. trench fireplace 5. rock fireplace 6. Dakota fireplace 7. tent pin fireplace	Fieldbook, BSA, - pp. 118-123
Cooking	Meal time is one of the most important times while camping. The duties of cooking should be divided into three groups - <u>fuel and water</u>; <u>cooking</u>; and <u>cleanup</u>. Rotate these duties by using the buddy system.	Fieldbook, BSA, - pp. 126-127
	<u>Menu Planning</u> - Don't go to extremes of dumping anything you can find into a pack or not allowing for flexibility such as fish caught or game shot. First - plan the number and type of meals such as breakfast, dinner, and snacks. Second - where they will be prepared such as in camp, on the trail, etc. Third - the method of transportation used to get the food and where it will be eaten.	Fieldbook, BSA, - pp. 128-143

Focus	Ideas	Resources/Materials
	Finally, consider the number of mouths to feed and the size of their appetites. Consider the type of activities you will be doing (how strenuous) and the weather. In winter you should have more fat in your diet. Don't take along itmms that are likely to spoil or be too heavy.	
	Utensils - It is very important to keep the equipment as light as possible. It should weigh no more than two or three pounds for four people. Besides being light, it should not bend out of shape and be very compact. Generally, a camper should have a cooking kit which has pots, pans, skillets, and their lids; and a utensil kit which has tools used in preparing and eating the food. The students should become familiar with all the commercial products. The nesting set which is a group of pots and pans, used for cooking and eating is very popular. There are also numerous types of stoves and ovens on the market that the students should be aware of.	Fieldbook, BSA, p. 144
	Techniques - Follow a recipe - learn the terms used in cooking. Don't try to substitute unless you know what you are doing. Time your recipes so all will be done at the correct time. There are numerous cookbooks for camping. The Fieldbook, BSA, is as good as any for suggestions for different meals.	Fieldbook, BSA, pp. 145-148 Fieldbook, BSA, pp. 149-185
	Cleanup - Set up an assembly line for cleaning up - it's a lot easier and everyone is finished earlier. Remember to keep a good supply of water boiling. Burn what you can, pack away items such as cans, and foil that will not burn to take out with you. When you are finished with the water, either pour it over a large area on the edge of the camp or dispose it in a dishwater sump in a heavily used area.	Fieldbook, BSA, pp. 186-189

Focus	Ideas	Resources/Materials
Adventures	Hiking - Hike only from dawn to dusk. Divide your time so you will be back at camp or to your destination before dark. The basic instrument for hiking is a watch. Know the different safety and first-aid measures. Before going on a hike, prepare for food and drink along the way. Some different types of hikes are: 1. Flip- A-Coin Hike 2. Tracking Hike 3. Stalking 4. Nature Scavenger Hike 5. Sealed Orders 6. Photo Fun 7. Follow-the-Stream Hike	Fieldbook, BSA, pp. 5-13
	Orienteering To engage in the sport of orienteering,the student must know how to read a topographic map and how to use a compass. The details of the map are shown as symbols on the map. The scale at the bottom of the map determines the distance between places. In finding directions you must know what is North and South on the map. A student must know how to read a pathfinder compass in relation to the map to find the true direction. When going cross-country follow these rules: 1. Use roads and paths whenever possible. 2. Use common sense - don't attempt to cross a marsh or shallow pond. 3. Pick the most efficient route. Types of Orienteering: Route Score Project Point	Fieldbook, BSA, - pp. 15-31

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Focus	Ideas	Resources/Materials
	Other adventures that are enjoyed while camping are: Spelunking - exploring caves Hunting - see Texas Hunter Safety Unit Fishing - see Flycasting and bait-casting unit. Water Activities - see Texas Skipper Course Unit Campfire Activities - usually enjoyed at the end of the day and involves songs, story telling, etc. Nature Study - learning and identifying the plants and animals around you.	
Breaking Camp	Follow an orderly procedure. Allow as much as possible to dry out before packing it up. Work in pairs to fold tents. Use the dirt dug out of the latrine to fill it back up. Be sure the fire is out <u>cold</u> by sprinkling water on it and scattering the remains. The most important thing to remember is when you leave the area it should be cleaner than when you arrived.	

3rd Quarter

2nd Four Weeks

Mastery Objective: The student will develop skills and knowledge necessary for fostering responsible behavior in an outdoor setting. (Boating Safety - Texas Skippers Course) (H)

Branch: Recreative Arts-Outdoor Education

Learning Level/Course: 10 - 11 - 12

Suggested Time: _____

Focus	Ideas	Resources/Materials
Part I - Prelude to Boating	The prelude to boating is a unit designed to introduce the student to the legal requirements, equipment, and classes of boats. The students should study the chapter and summarize each unit as described in the Boating Handbook. They should observe, first hand if possible, different classes of boats, equipment and legal requirements. The students should cover the following areas in Unit One: 1. Classes of Boats 2. Legal Requirements 3. Equipment a. Ventilation Devices b. Signaling Devices c. Fire Extinguishers d. Safe Boat Trailering	The Texas Skippers Course Texas Parks & Wildlife, p. 1-15 Guide for Small Craft Safety Demonstrations - American Red Cross, pp. 1-18 A Guide to Texas Hunting and Freshwater Sport Fishing Regulations - 1974-75.
Part II - Safety Afloat Presailing Procedures	The student should recognize the importance of understanding weather and weather signals. Several illustrations should be described for both day and night time signals concerning weather. Examples of Storm Signals include - Small Craft, Gale, Storm, and Hurricane Warnings.	Texas Skipper Course, pp. 17-18

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Focus	Ideas	Resources/Materials
The Launching Ramp Fueling and Float Plan	The student should be exposed to proper launching procedures. The approach, the launch, and the take-out are important aspects in the boating course. The student should be aware of safe fueling procedures while boating. Demonstrations and illustrations of these procedures are vital. The student should design a float plan for an actual or simulated boating activity. Submitting and cancelling a float plan should be learned as an important step to safe and enjoyable boating.	Texas Skipper Course pp. 18-19-20.
Loading The Boat	The students should be aware of proper loading procedures of boats. The information described on the "Capacity Plate" is of vital importance and should be pointed out to the students. A check of standard and legal equipment should be taught as routine procedure. Emphasis should be placed on the study of the summary of each and every boating unit described.	Texas Skipper Course pp. 22-27.
Part III - Underway A. Rules of Operation	Within the boating unit certain laws concerning safety and accident reporting must be emphasized. The student should understand fully the procedure expected of him by law, the conditions that are required when filling out the accident report.	Texas Skipper Course pp. 29.
B. Hazardous Areas	In the State of Texas there are many injuries and lost lives because individuals fail to recognize hazard areas in streams and lakes. We should stress the importance of observing the warning signals and floatation devices placed in hazard areas for our safety. Examples of these signals are: (1) Signals and Buoys near dams. (2) Skin Divers Flags (3) Special Zoned Areas Field trips to observe these areas would be beneficial to the student.	Texas Skipper Course pp. 29-30

Focus	Ideas	Resources/Materials
C. Anchoring	This section within the boating unit deserves mention. It should be covered, however, it does not need as much time as other units within the course. The different types of anchors should be pointed out. Examples include - stockless, plow-type, mushroom.	Texas Skipper Course pp. 30-31
D. Emergency Procedures	One of the greatest factors that causes fatalities in boating accidents is panic and insufficient knowledge about what to do in an emergency situations. Part "D" Emergency procedures illustrates these procedures very well. The teacher should emphasize emergency procedures for: (1) Man overboard (2) Capsizing (3) Fire Afloat (4) Procedures used when the motor on boat is disabled. (5) Lost while on a boating outing. (6) Procedure used when running aground.	Texas Skipper Course pp. 33-36
E. Distress Signals	Although these units "Distress Signals and Foul Weather Handling" are short, they should not be overlooked. It is essential that we expose the student to various radio signals, ground-to-air signals, and distress signals given by people.	Texas Skipper Course pp. 36-39
F. Foul Weather Handling	If an individual is caught out in a thunderstorm or fog while boating, he should realize that it is time to seek shelter. The student should recognize the value in this procedure.	Texas Skipper Course pp. 36-39

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Focus	Ideas	Resources/Materials
Part IV. Returning to Port A. Mooring (Docking)	The actual experience of maneuvering a boat is the greatest teacher in this unit. If possible this unit should be described in class and followed by a field trip. Many factors influence the safe procedure of docking a boat. The following areas should be pointed out within this unit: (1) Speed (2) Control (3) Wind and Current (4) The docking area (5) Procedure after the boat is docked.	Texas Skipper Course pp.41-42
B. Securing Equipment C. Returning the Boat to Trailer D. Cancel Float Plan	There is no substitute for correct procedure when a day of boating is over. The equipment should be secured for the take out and the return tip. If you have finished boating for the day, but do not plan to leave the lake, all equipment should be secured and the boat taken out of the lake or docked in a secured area. The float plan should be cancelled immediately upon the return from the lake. Students should study unit and design a Float Plan.	Texas Skipper Course pp. 42-43
Part V. Aides to Safe Boating A. Introduction B. Rules to Safe Boating	In order to properly prepare for a unit on Boating in Texas, the student should be exposed to those units in boating that affect him the most. There are four different sets of Rules of the Road as detailed for the United States. The Rules for Boating are described in three booklets published by the United States Coast Guard. There are: 1. C.G.-169 Inland and International 2. C.G.-172 Great Lakes 3. C.G.-184 Western Rivers The rules that apply to Texas are the Inland Rules. The Rules of the Road describe procedure, signals, and definitions in Boating.	Texas Skipper Course pp. 47-51

Focus	Ideas	Resources/Materials
C. Navigation Lights	The student should understand the correct procedure of navigation lights while boating. If the activity is performed at night it is essential that the student know the proper lighting system for the boat being used. In order to recognize the class, signals, navigation direction and speed of other boats, they should study these units.	Texas Kipper Course pp. 51-54
D. Aids to Navigation	There are two Buoy Systems described within the Texas Skipper Course. They are the Lateral System and the Uniform State Waterway Marking System. These buoy systems are used to signal hazards, channels, and directions. The system that we are most concerned with is the Uniform State Waterway Marking System. This system is used on most lakes and streams inland. Thus, we should emphasize the USWMS and consider a general study of the Lateral System.	Texas Skipper Course pp. 55-63
Summary	The Texas Skipper Course is designed to influence safe procedure when boating. The course and book is offered free from Texas Parks and Wild Life. The summaries at the end of each unit are helpful to the student involved in the course. The end of course test located at the end of the books should be taken as a final exam. The test should be taken out of the book before issuing the book to the student. Additional material from the American Red Cross and the United States Coast Guard Auxiliary will be helpful in administering the course upon completion of the course the test results should be sent to The Water Safety Divison of Texas Parks and Wildlife for student certification.	Texas Skipper Course Guide for Small Craft Safety Demonstrations. The American Red Cross

3rd Quarter

3rd Four Weeks

Mastery Objective: The student will develop skills and knowledge necessary for fostering responsible behavior in an outdoor setting. (Casting and Angling in Texas) (I)

Branch: Recreative Arts-Outdoor Education

Learning Level/Course: 10 - 11 - 12

Suggested Time: Four Weeks

Focus	Ideas	Resources/Materials
Introduction to Rules and Regulations, Terminology, and places to Fis in Texas.	Fishing as an individual and group activity has grown in popularity in the State of Texas. Students readily associate fun and adventure with the activity. The unit should be emphasizing life-time leisure activity and safety. In order for individuals to fish in our state, they must understand and observe State regulations and have an idea of what fish and facilities are available to them. Class discussion involving those students who have experience in ifshing activities usually serves as a springboard for getting into the unit.	Teacher Guides 1. A Guide to Texas Hunting & Freshwater Sportfishing Regulations. 2. Texas - Land of Contrast 3. Casting and Analysing - AAHPER, Julian Smith (Text) Student Guide 1. Guide to Texas Hunting & Freshwater Sprotfishing Regulations. 2. Fieldbook - Text Boy Scouts of America - Fish Up 421-435 3. Highway Map of State of Texas and local city map.
L Terminology for Fishing	1. Fishing License 2. Game Fish 3. Rough Fish 4. Cane Pole 5. Rod & Reel 6. Fishing Lures 7. Hook-Line-Cork Sinker These are a few examples of basic terminology that may be used. The instructor will need to further expand the terms of fishing as the unit progresses.	Texas Hunting and Freshwate Sportfishing. Regulations (Text) Casting and Angling AAHPER - Teacher Guide Fishing Tackle and Techniques Dick Wolff - Garcia Corp.

Focus	Ideas	Resources/Materials
II. Survey of Area	A survey of the areas available for fishing would be a good class project. He should expand this assignment from his community to encompass the entire State. He should list all lakes, rivers, and streams that feed the major lakes in his area. He should also compile a list of camping areas from his previous camping unit concerning those recreational parks around the lakes he is studying.	City Map Texas Road Map Texas-Land of Contrast Fishing Holes in Texas
III. Fresh Water Fish in Texas	A list of the major game and non-game fish in the student's local area should be compiled. The student should observe the fish, using color prints, city aquarium and in the natural enviornment if possible. A brief description of the life cycle, food habits, and habitat should be compiled. Conservation and lake etiquette should be stressed throughout the unit.	The Freshwater Fish of Texas
IV. Techniques of Casting and Equipment.	The resource material, books, phamplets, and guides for fishing do not usually mention the skill and techniques used for cane-pole fishing. It is a mistake to overlook the simple basic method that most students - young and old - discovered as beginning fishermen. The student should learn to catch fish and the cane-pole method should be used to introduce the highly sophisticated methods of fishing used today.	Casting and Angling AAHPER - Text
	Spin cast rod and reels are simple and practical for quick high success casting. The students may enjoy going through the correct technique of casting with equipment performance relatively free of backlash.	Casting and Angling pp. 11-12 Text Fishing Tackle and Techniques, Dick Wolff-Garcia

Focus	Ideas	Resources/Materials
	Outlined below is an example guide of activity for the instruction: (1) Definitions and Terms (Spin Cast) a. Rod b. Reel c. Line d. Spool e. Backlash f. Feather g. Drag (Star) h. Closed Face. (2) Reel (Push Button) a. Description b. Mechanics c. Reel Performance (3) Rod (Craft Break-down) a. Description b. Weight & Type c. Rod Performance (4) Line a. Size b. Weight - 12 lb. test c. Performance d. Knots (Instructors, Palamar & Twist) (5) Techniques a. Stance b. Grip c. Position d. Cast (6) Plugs a. Use rubber plugs if possible b. 3/8 oz. ACA Certified Spin Cast Plugs	

Focus	Ideas	Resources/Materials
V. Targets for Instructional Casting.	The casting targets should include the following dimention and specifications: (1) 28 in. in diameter. (2) Need five targets (3) Paint five different colors	Casting and Angling -Text
VI.Casting	(1) Have students behind retaining line. (2) Instruct with wind and away from sun if possible. (3) Use flat mowed lawn area for best results. (4) Place targets at 40 feet. (5) Have students begin by doing the push-button stop and feather drill (10 students on line). (6) Using the correct stance, grip and position. Have the students cast to target. (7) After all students have had beginning instruction, you may let up to twenty-five students cast at five targets.	Casting and Angling (Text) American Casting Association Procedure.
VII. Bait Casting and Spinning	It should be noted that different techniques for casting, change in equipment, line, spool, rod, and weight of plugs are necessary for Bait Cast and Spinning. The same procedure for Spin-Cast should be used when instructing in these activities. (1) Line Test and Weight of Practice Casting Plug for Bait Cast. a. 20 lb. test line b. 5/8 oz. ACA Plug (2) Line Test and Weight of Practice Casting Plug for Spinning. a. 8 lb. test b. 1/4 oz. ACA Plug	American Casting Association Procedure Casting and Angling (Text)

Focus	Ideas	Resources/Materials
VIII. Techniques of Fishing	There are no two fisherman alike anywhere. There are many varied techniques of fishing, yet none can influence the fish to bite on every cast. At any given time the fishing is always good. However, the catching may not be up to par. Listed below are suggested native game fish for study:	Fresh Water Fishing in Texas Russell Tunsely Fresh Water Fish of Texas Texas Parks & Wildlife
A. Native Game Fish in Texas	(1) The Black Bass - an indepth study on the fishing techniques is optional. (2) The Crappie (3) Sunfish, perch, bluegill, etc. (4) Sand Bass (5) Chain Pickeral	All Major Outdoor Magazines - Examples - 1. Sports Afield 2. Field & Stream 3. Outdoor Life 4. Bass Master 5. Texas Game Fisherman
B. Exotic or Non-Native Fish in Texas	Game fish that are not native to the State of Texas are listed as suggested study material: (1) Wall-eye (2) Stripped Bass (3) Northern Pike (4) Rainbow Trout The lakes and streams where a student would find these fish should be pointed out.	The Lakes of Texas-Outdoor World
C. Non-Game Fish	The non-game fish in Texas are not emphasized as much as game fish, however, these fish have an influence in both commercial and recreational activities. For example, the Catfish is sought in every area of the state as a staple food. Who can measure the countless hours of recreational pleasure obtained through the years while fishing for catfish on bait tackle, trot line, and nets. These types of fishing techniques should be pointed out in the Outdoor Education class. Other non-game or Rough fish that should be discussed include: (1) Various species of catfish. (2) Carp (3) Buffalo (4) Drum (5) Gar-Fish & Alligator Various techniques used to catch these fish makes interesting reports, discussion, and participation. Bow-fishing with Archery tackle should be mentioned.	The Fresh Water Fish of Texas

Focus	Ideas	Resources/Materials
IX. Other Equipment for Fishing	(1) Various types of boats used for fresh water fishing. a. Bass Boats b. Aluminum (Small) boats c. Canoes (2) Motors a. Outboard (Fishing type) Gasoline. b. Trolling Motors (3) Miscellaneous items for study. a. Depth finder b. Temperature Gauges c. Oxygen Gauge	Should obtain reference from local boating dealer and Sporting Goods store.

Optional Unit

Mastery Objective: The student will develop skills and knowledge necessary for fostering responsible behavior in an outdoor setting. (Horseshoe Pitching) (J)

Branch: Recreative Arts-Outdoor Education

Learning Level/Course: 7,8,9,10,11,12

Suggested Time: Four Weeks

Focus	Ideas	Resources/Materials
History	The game began as early as 150 A.D. Old horseshoes were used and at that time they were round with a hole in the center. The game was introduced to the United States by English settlers.	
Equipment and Area	Pitching bed Pitchers box Stakes - Two iron stakes a. 1" in diameter b. 2" length c. 14" above ground d. Leans forward 3" Shoes - four U-Shaped pieces of iron. a. 7½" lenght b. 7" wide c. 2½ Pounds in weight Grip a. One turn to the right b. One and three quarters c. Turns to right (See Attached Illustration) Delivery - Stand with feet together, tossing arm forward. Sight through the open end of shoe. Swing arm backward in pendular manner. As you bring arm forward - step forward on opposite foot. May not step over front line of pitcher's box.	

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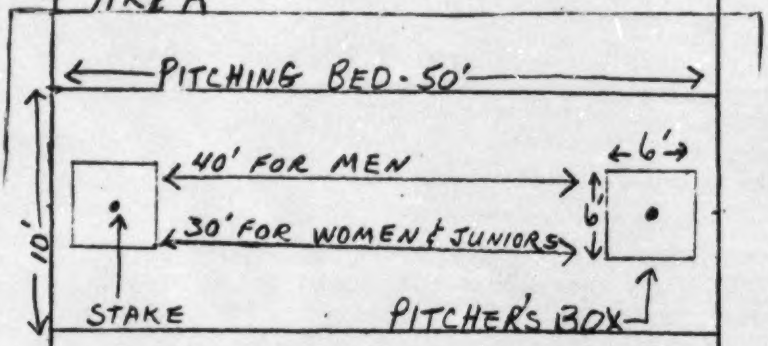
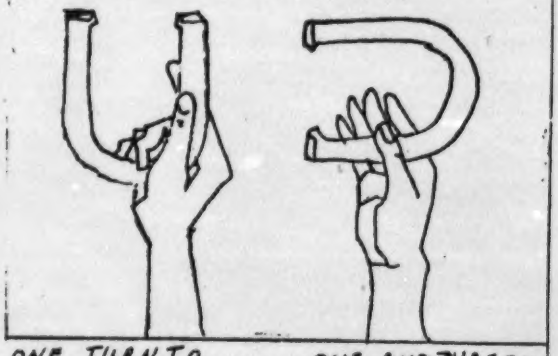
Focus	Ideas	Resources/Materials
	Release Release with a quick snap of wrist so shoe rotates to right. Follow through in direction of stake. Two players - (Both pitch from same pitcher's box.) a. Toss one shoe each to determine who's first. Closest to stake wins. b. On following turns, player who scores highest number of points pitches first. c. Player pitches both shoes one after the other and then steps out of pitcher's box to make way for the next player to pitch. Four players - Two players on each team and one member of each team at each end of the court. Each end is played the same as two players. Scoring - Regulation game consists of fifty points. Modified games are set at twenty-one points. a. Closest shoe to stake - one (1) point. b. Two shoes closer than opponent's - two (2) points. c. One ringer - three (3) points. d. Two ringers - six (6) points. e. One ringer and closest shoe of the same player- four (4) points. f. Two ringers to opponent's one-three (3) points g. One ringer each - no points.	
Etiquette	Do not interfere with an opponent. a. Be alert - do not delay game.	
Safety	Pitch shoes only in designated area. Stand to the side of court, never to the back.	
Terminology	Calks - Projections on the bottom of the shoe to prevent it from slipping. Inning - Pitching of four shoes. Ringer - Shoe that encircles the stake.	

Focus	Activities	Resources/Materials

AREA



GRIP



RECREATIVE ARTS - OUTDOOR EDUCATION

SUPPORTING MATERIALS

OUTDOOR ADVENTURE

Audio-Visual Materials:

Wild Rivers. U. S. Dept. of the Interior, Washington.
Film 28 min.

Man's use of rivers in their natural state for recreation

The American Island. National Audio-Visual Center.
Film 28½min.

Examples shown of America's finest recreational resources

The American Trail. U. S. Dept. of the Interior, Washington.
Film Color 28 min.

Colorful depiction of how various kinds of trails are part of our national heritage - ski trails, bicycle trails, canyon hiking, backpacking or strolling.

Outdoor Education. NEA Sound Studio,
16mm film color 28½ min. 1969.

Shows how the school curriculum can be extended and enriched through the use of outdoor resources.

NRA Outdoor Center. National Rifle Association**
16mm Color 13 min.

The new outdoor home of the National Rifle Association at Raton, New Mexico.

RECREATIVE ARTS - OUTDOOR EDUCATION

SUPPORTING MATERIALS

CONSERVATION

Audio-Visual Materials:

Grounds For Learning the School Site As An Educational Resource.
National Education Association Sound Studio
35mm slides tape cassettes 15 min.

Designed to encourage development and utilization of the school site

Man And His Environment: A New Approach to Environmental Education.
National Education Association Sound Studio
Filmstrips 33 1/3 record Guide 14 min.

Camping: A Key to Conservation. Audio-Visual Center.
16mm sound film color 23 min.

Good camping practices are depicted

Conservation: A Job For Young America. McGraw-Hill Films.
16mm sound film color 19 min.

Teaches the why and how of conservation and litter prevention

So Little Time. Bureau of Sport Fisheries and Wildlife (Albuquerque)
28 min. Film 1968

A film about waterfowl and other marsh birds and animals and the problem of providing and protecting their habitat.

KNOW YOUR DUCKS. 1962. Bureau of Sport Fisheries and Wildlife (Albuquerque)
Film 14 min. color

Shows identifying characteristics of various ducks - important in order to avoid shooting protected species.

The Whooping Crane. Bureau of Sport Fishers and Wildlife (Albuquerque)
14 min. 1958 Film

Struggle of a species to survive

The Last Frontier. Sterling Movies, Inc.
Film 28 min. 1967

Shows the last remaining public lands as a large, last frontier for national expansion.

FIRST AID — SUPPORTING MATERIALS

Audio-Visual Materials:

American Red Cross
2300 McKinney
Dallas, Texas

There is no cost for usuage of the following films:

RESCUE BREATHING	Demonstrates mouth to mout resuscitation	21 min.
FIRST AID	Demonstrations of proper first aid care in an emergency	17½ min.
CHECKING FOR INJURIES	Shows proper procedures	20 min.
DANGER IS YOUR COMPANION	Shows what is being done to combat carelessness	16 min.
YOUR BREATH CAN SAVE A LIFE	Mouth-to-mouth resuscitation	3½ min.
YOU CAN TAKE IT WITH YOU	Accidents in the home and in industry	15 min.
FIRST AID: THE HOW AND WHY		27½ min.
FIRST AID: FOR WOUNDS		"
FIRST AID: FOR SHOCK AND ARTIFICIAL RESPIRATION		"
FIRST AID: FOR POISONING		"
FIRST AID: FOR INJURIES TO BONES, JOINTS AND MUSCLES		"
FIRST AID: FOR BURNS		"
FIRST AID: FOR COMMON EMERGENCIES		"
FIRST AID: FOR TRANSPORTATION OF THE SICK AND INJURED		"
FIRST AID: BANDAGING		"

RECREATIVE ARTS - OUTDOOR EDUCATION

SUPPORTING MATERIALS

FISHING AND BOATING

Audio-Visual Materials:

Guadalupe Rainbows. Texas Parks and Wildlife Department*** Film 8 min.

An 11 mile stretch of the Guadalupe River is the state's only put and take fishery for the trout. The film shows how the fish are stocked, the river's beautiful scenery and some fly fishing.

Fish For The Future. Texas Parks and Wildlife Department. Film Color 28 min.

Native Texas fish evolved in streams and rivers and don't utilize the deep open waters of larger reservoirs. To fill this ecological niche, the Texas Parks and Wildlife Department is testing several species.

Take Two From the Sea. Texas Parks and Wildlife Department. Film Color 28 min.

The story of shellfish

A Boat Is Not A Car. Texas Parks and Wildlife Department. Film Sound Color

The purpose of this film is to make people think and discuss boat operating and water safety.

Fishing Fever. Texas Parks and Wildlife Department. Film 14 min.

A film about fishing in general

* Water Wealth. Texas Parks and Wildlife Department. Film 14 min.

A record of the activities of an aquatic biologist. His work in pollution and stocking guarantees better fishing for Texans.

*** Films are available to schools - no charge for loan

Recreative Arts - Outdoor Education

SUPPORTING MATERIALS

FIREARMS

Audio-Visual Materials:

*At Home With Guns. National Rifle Association.**
16mm Color 13 min.

Basic firearms safety in the home. It covers safe handling and storage practices.

Firearms Responsibility. National Rifle Association.**
16mm Color 20 min.

The film covers all phases of gun ownership and handling. It is designed to be used as a valuable training aid in teaching the fundamentals of safe firearm handling.

Sure As Shooting. National Rifle Association.*
16mm Color 18 min.

Firearms safety in the home and field

**No cost for use of films

RECREATIVE ARTS - OUTDOOR EDUCATION

SUPPORTING MATERIALS

HUNTING

Audio-Visual Materials:

Trail of the Whitetail. Texas Parks and Wildlife Department. **
Film 28 min.
A history of Texas deer

How To Field Dress A Deer. Texas Parks and Wildlife Department**
Film 13 min.

The basics of how to field dress a deer

Poisonous Snakes. Texas Parks and Wildlife Department **
Film 18 min.

How to identify poisonous snakes, where they are found, first aid and common sense rules for snake bite prevention.

Trigger Happy Harry. Texas Parks and Wildlife Department. **
Film 20 min.

Proper handling and use of firearms

Sure As Shooting. Texas Parks and Wildlife Department. **
Film Color 21 min.

The film shows pointers on firearms handling and care

Before You Hunt. Texas Parks and Wildlife Department.**
Film Color 30 min.

Stresses the role of the hunter in conservation

Women Can Hunt, Too. National Rifle Association. 16mm Color 16 min.

Discusses women in hunting - public attitudes, problems of the woman hunter.

**No cost for use of films

SUPPORTING MATERIALS

HUNTING - SURVIVAL

Audio-Visual Materials:

Wilderness Survival. National Rifle Association **
16mm Color 17 min.

Survival techniques are discussed. Emphasis is placed on basics - building a shelter, obtaining food, and first aid.

Survival For Sportsmen. Texas Parks and Wildlife Department.**
Film, Color 11 min.

Graphically shows how a fully clothed hunter or other sportsman should react when finding himself unexpectedly in the water.

** No charge for use of films

RECREATIVE ARTS - OUTDOOR EDUCATION

SUPPORTING MATERIALS

SAFETY - BICYCLES

Audio-Visual Materials:

Bicycle Safety. Filmfair Communications.
16mm Film Color

Bike People. Aims Instructional Media Services, Inc.
16mm Film Color

RECREATIVE ARTS - OUTDOOR EDUCATION

SUPPORTING MATERIALS

PAMPHLETS

Superintent of Documents, Federal Assistance In Outdoor Recreation, Washington, D. C., U.S. Government Printing Office, 1970.

Gives short descriptions of federal assistance program

Superintendent of Documents, Private Assistance In Outdoor Recreation, Washington, D. C., U. S. Government Printing Office, 1970.

List many sources of assistance including publications and other aids.

Superintendent of Documents, Selected Outdoor Recreation Statistics, Washington, D. C., U. S. Government Printing Office, 1971.

Report consists of recreation data

American Alliance of Health, Physical Education and Recreation, Research In Outdoor Education, Washington, D. C., American Alliance of Health, Physical Education and Recreation, 1973.

Summaries of 117 doctoral studies in outdoor education during the past three decades.

RECREATIVE ARTS - OUTDOOR EDUCATION

PERIODICALS

American Hiker
2236 Mimosa
Houston, Texas 77019

Archery
National Field Archery Association
Route 2, Box 514
Redlands, California 92373

Bass Master
P. O. Box 3044
Montgomery, Alabama 36109

Bowhunter
9715 King James Court
Fort Wayne, Indiana 46804

Camping
Galloway Corp.
5 Mountain Avenue
North Plainfield, New Jersey 07060

Field and Stream
CBS Publications, Inc.
383 Madison Avenue
New York, New York 10017

Outdoor Life
Popular Science Publishing Co.
355 Lexington Avenue
New York, New York 10017

Texas Parks and Wildlife Magazine
John H. Reagan Building
Austin, Texas 78710

National Rifleman
NRA - 1600 Rhode IslandAve.
Washington, D. C. 20036

National Wildlife
1412 16th St. N. W.
Washington, D. C. 20036

Journal of Physical Education and Recreation
AAHPER
1201 16th St. N. W.
Washington, D. C. 20036 120

OUTDOOR ADVENTURE (CONTINUED)

SUPPORTING MATERIALS

American Alliance For Health, Physical Education and Recreation, Outdoor Education, rev. ed. , Washington, D. C. , American Alliance For Health, Physical Education and Recreation, 1964.

Brehm, Shirley, A Teacher's Handbook For Study Outside the Classroom, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969.

Outdoor and nature activities

Driver, B. L., Elements of Outdoor Recreation Planning, Ann Arbor, Michigan, University of Michigan Press, 1974.

Gresham, Grits, The Sportsman and his Family Outdoors, New York, E. P. Dutton and Company, Inc., 1970.

Hammerman, Donald R., Outdoor Education, A Book of Readings, Minneapolis, Burgess Publishing Company, 1973.

Jensen, Clayne, Outdoor Recreation in America: Trends, Problems and Opportunities, 2nd ed., text ed., Minneapolis, Burgess Publishing Company, 1973.

RECREATIVE ARTS - OUTDOOR EDUCATION

HUNTING GRADES 10, 11, 12

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

Print Materials:

Jefferson, John, Hunter's Guide to Texas, Austin, Jenkins Publishing Company, 1969.

Texas Parks and Wildlife Department, The Hunter Safety Handbook, Instructor's and Student's handbooks, (Texas Hunter Safety Program Series), Austin, Texas Parks and Wildlife Department, 1974.

SUPPORTING MATERIALS

Print Materials:

Moreton, Dave, Gun Talk, New York, Winchester Press, 1973.

The proper use and handling of guns emphasized

O'Connor, Jack, The Complete Book of Shooting: Rifles, Shotguns, Handguns, New York, Harper and Row Publishers, 1966.

Recommended for professional shelf

Seton, Ernest T., Animal Tracks and Hunter Signs, Garden City, New York, Doubleday and Company, Inc., 1958.

Texas Parks and Wildlife Department, A Guide to Texas Hunting and Freshwater Sport Fishing Regulations, Austin, Texas Parks and Wildlife Department, 1974.

Revised every two years

Ormond, Clyde, Complete Book of Hunting, rev. ed., Harper and Row, 1972.

RECREATIVE ARTS - OUTDOOR EDUCATION

CANOEING GRADES 10, 11, 12

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

Print Materials:

The American Red Cross, Basic Canoeing, Instructor's Manual, Dallas, American Red Cross,

Nolen, Ben, Texas Rivers and Rapids, A Complete Canoeing Guide to Texas, Dallas, Texas, High Trails Company, 1974.

Texas Parks and Wildlife Department, An Analysis of Texas Waterways, Austin, Texas Parks and Wildlife Department.

SUPPORTING MATERIALS

Print Materials:

Angier Bradford, Introduction to Canoeing. Harrisburg, Pennsylvania, Stackpole Books, 1973.

RECREATIVE ARTS - OUTDOOR EDUCATION

HIKING, BACKPACKING, CAMPING GRADES 10, 11, 12

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

Print Materials:

Boy Scouts of America, Fieldbook, Dallas, Boy Scouts of America, 1975.

Includes valuable camping information

Boy Scouts of America, Scout Handbook, Dallas, Boy Scouts of America, 1972.

Recommended highly for those interested in hiking and outdoor activities.

SUPPORTING MATERIALS

Print Materials:

Abel, Michael, Backpacking Made Easy, Healdsburg, California, Naturegraph Publishers, 1972.

Bates, Joseph D., Outdoors Cook's Bible, New York, Doubleday and Company, 1964.

Caldwell, Paul, America's Camping Book, New York, Charles Scribners Sons, 1969.

Cunningham, Gerry, Light Weight Camping Equipment and How to Make It, Austin, Whole Earth Provision Company, 1968.

El Elman, Robert, The Hiker's Bible, New York, Doubleday and Company, 1973.

Hiking techniques; equipment needed; safety and health

Fletcher, Colin, The New Complete Walker, Austin, Whole Earth Provision Company, 1972.

MacManiman, Gene, Dry It: You'll Like It; Living Food Dehydrates, Austin, Whole Earth Provision Company, 1973.

HIKING, BACKPACKING, CAMPING (CONTINUED)

Manning, Harvey, Backpacking One Step At A Time, Austin, Whole Earth Provision Company, 1972.

Merrill, Bill, The Hiker's and Backpacker's Handbook, New York, Winchester Press, 1971.

Rethmel, R. C., Backpacking, 5th ed., Minneapolis, Burgess Publishing Company, 1974.

Russell, Helen R., Ten Minute Field Trip On Your School Grounds, Garden City, New York, Doubleday and Company, Inc., 1970.

Saijo, Albert, The Backpacker; 101 Productions, Austin, Whole Earth Provision Company, 1972.

Wood, Robert S., Pleasure Packing, Austin, Whole Earth Provision Company, 1972.

RECREATIVE ARTS - OUTDOOR EDUCATION

FISHING AND BOATING GRADES 10, 11, 12

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

Print Materials:

Small, John, The Lakes of Texas, Kerrville, Texas, Outdoors World, 1974.

Texas Parks and Wildlife Department, Texas Skipper's Course, Austin, Water Safety Education, Texas Parks and Wildlife Department.

Boats and boating

Tinsley, Russell, Freshwater Fishing in Texas, Houston, Texas, Cordovan Corporation, 1973.

SUPPORTING MATERIALS

Print Materials:

American Red Cross, Basic Rescue and Water Safety, Dallas, American Red Cross. FREE MATERIAL

American Red Cross, Basic Sailing, Instructor's Manual, Dallas, American Red Cross. FREE MATERIAL

American Red Cross, Basic Outboard Boating, Instructor's Manual, Dallas, American Red Cross. FREE MATERIAL

American Red Cross, Basic Rowing, Instructor's Manual, Dallas, American Red Cross. FREE MATERIAL

American Red Cross, Survival Swimming, Instructor's Manual, Dallas, American Red Cross. FREE MATERIAL

American Red Cross, Swimming and Water Safety, (Textbook), Dallas, American Red Cross. FREE MATERIAL

Sand, George X., The Complete Beginner's Guide to Fishing, Garden City, New York, Doubleday and Company, Inc., 1974.

FISHING AND BOATING (CONTINUED)

Texas Parks and Wildlife Department, A Guide to Texas Hunting and Freshwater Sport Fishing Regulations, Austin, Texas Parks and Wildlife Department.

Revised every two years

Wilke, L. A., Fishing Holes of Texas, A Guide to the Major Fishing Lakes of Texas, Houston, Texas, Cordovan Corporation, 1973.

RECREATIVE ARTS - OUTDOOR EDUCATION

CRAFTS GRADES 10, 11, 12

SUPPORTING MATERIALS

Print Materials:

Newman, Lee S., Kite Craft: History and Processes of Kite Making, New York, Crown Publishers, Inc., 1974.

Robbin, Royal, Basic Rock Craft, Austin, Whole Earth Provision Company, 1971.

Wagenvoord, James, Flying Kites, New York, Macmillan Publishing Company, 1968.

RECREATIVE ARTS - OUTDOOR EDUCATION

CONSERVATION GRADES 10, 11, 12

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

Print Materials:

Boy Scouts of America, Fieldbook, Dallas, Boy Scouts of America, 1975.

Includes valuable camping, safety, conservation and survival information.

SUPPORTING MATERIALS

Print Materials:

Peterson, Roger, A Field Guide to the Birds of Texas and Adjacent States, Boston, Hougnton-Mifflin, 1967.

Peterson, Roger, A Field Guide to Wildflowers, Boston, Houghton-Mifflin, 1968.

Petrides, George A., A Field Guide to Trees and Shrubs, Boston, Houghton-Mifflin, 1973.

Texas Forest Service, Famous Trees of Texas, Texas A&M University Systems, Texas Forest Service, 1970.

Zim, Herbert Spencer, Butterflies and Moths, New York, Golden Press Western Publishing Company, 1956.

Zim, Herbert Spencer, Fishes, A Guide to Fresh and Salt Water Species, New York, Golden Press Western Publishing Company, 1956.

Zim, Herbert Spencer, Flowers, A Guide to Familiar American Wildflowers, New York, Golden Press Western Publishing Company, 1961.

Zim, Herbert Spencer, Insects, New York, Golden Press Western Publishing Co., 1951.

Zim, Herbert Spencer, Non-flowering Plants, New York, Golden Press Western Publishing Company, 1967.

Zim, Herbert Spencer, Minerals, Their Identification, Uses, How to Collect Them, New York, Harcourt, Brace Jovanovich, 1943.

Zim, Herbert Spencer, Plants, A Guide to Plant Hobbies, New York, Harcourt, Brace, Jovanovich, 1947.

CONSERVATION (CONTINUED)

Zim, Herbert Spencer, Reptiles and Amphibians, New York, Golden Press Western Publishing Company, 1953.

Zim, Herbert Spencer, Rock and Minerals; Gems, Ores and Rocks, New York, Golden Press Western Publishing Company, 1957.

Zim, Herbert Spencer, Seashore, New York, Golden Press Western Publishing Company, 1955.

Zim, Herbert Spencer, Stars, New York, Golden Press Western Publishing Company, 1951.

Zim, Herbert Spencer, Trees, New York, Golden Press Western Publishing Company, 1952.

RECREATIVE ARTS - OUTDOOR EDUCATION

OUTDOOR ADVENTURE GRADES 10, 11, 12

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

Print Materials:

Smith, Julian, Outdoor Education, 2nd ed., Englewood Cliffs, New Jersey, Prentice-Hall International, 1972.

Practical and technical advice concering all aspects of outdoor education.

Texas Highway Department, Texas, Land of Contrast, Austin, Texas Highway Department. FREE MATERIAL

Texas Almanac and State Industrial Guide, 1974-75, Dallas, A. H. Belo Corporation, 1974.

SUPPORTING MATERIALS

Print Materials:

American Alliance For Health, Physical Education and Recreation, Outdoor Education, Rev. ed., Washington, D. C., American Alliance For Health, Physical Education and Recreation, 1964.

Brehm, Shirley, A Teacher's Handbook For Study Outside the Classroom, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969.

Outdoor education activities

Driver, B. L., Elements of Outdoor Recreation Planning, Ann Arbor, University of Michigan Press, 1974.

Gresham, Grits, The Sportsman and His Family Outdoors, New York, E. P. Dutton and Company, Inc., 1970.

Hammerman, Donald R., Outdoor Education, A Book of Readings, Minneapolis, Burgess Publishing Company, 1973.

Jensen, Clayne R., Outdoor Recreation in America: Trends, Problems, and Opportunities, 2nd ed., Text ed., Minneapolis, Burgess Publishing Company, 1973.

RECREATIVE ARTS - OUTDOOR EDUCATION

ARCHERY GRADES 10, 11, 12

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

Print Materials:

National Rifle Association, Bowhunting, Supplement to Texas Hunter Safety and Conservation Program, Instructor's manual, Washington, D. C., National Rife Association.
FREE MATERIAL

Texas Parks and Wildlife Department, The Hunter Safety Safety Handbook, (Texas Hunter Safety Program Series), Austin, Texas Parks and Wildlife Department.

SUPPORTING MATERIALS

Print Materials:

American Alliance For Health, Physical Education and Recreation, Archery, A Planning Guide For Group and Individual Instruction, Washington, D. C., American Alliance For Health, Physical Education and Recreation, 1972.

Hochman, Louis, The Complete Archery Book, New York, Arco Publishing Company, Inc., 1965.

Roberts, Daniel, Archery For All, New York, Drake Publishers, Inc., 1972

The rules and techniques of the game are discussed by the author.

RECREATIVE ARTS - OUTDOOR EDUCATION

FIRST AID GRADES 10, 11, 12

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

Print Materials:

American Red Cross, Standard First Aid and Personal Safety, Instructor's Manual, Text edition, Dallas, American Red Cross, 1973.

SUPPORTING MATERIALS

Print Materials:

American Red Cross, Basic First Aid, Instructor's Manual, Dallas, American Red Cross.

TEN NEW FIRST AID FILMS

1.	First Aid:	The How & Why	27½ min.
2.	First Aid:	For Wounds	27½ min.
3.	First Aid:	For Shock and Artificial Respiration	27½ min.
4.	First Aid:	Artificial Respiration	27½ min.
5.	First Aid:	For Poisoning	27½ min.
6.	First Aid:	For Injuries to Bones, Joints and Muscles	27½ min.
7.	First Aid:	For Burns	27½ min.
8.	First Aid:	For Common Emergencies	27½ min.
9.	First Aid:	For Transportation of the Sick and Injured	27½ min.
10.	First Aid:	Bandaging	27½ min.

NOTE: These film need to be reserved several days in advance as we only have one copy each.

Safety Programs

AMERICAN RED CROSS

FIRST AID FILM

16mm ONLY

RESCUE BREATHING (Color)	Demonstrates Mouth to Mouth Resuscitation	21 Min.
FIRST AID-Part 1 & 2	Demonstrations of proper first aid care in an emergency. Part 1 covers dressings & bandages, artificial respiration, shock & burns. Part 2 covers bleeding, poisoning, broken bones & common emergencies.	Part 1 17½ Min. Part 2 14 Min.
CHECKING FOR INJURIES	Shows proper procedure in determing injuries.	20 Min.
DANGER IS YOUR COMPANION	Shows what is being done to combat carelessness and to train people to give emergency first aid. Recommended for showing in schools, churches, clubs and industrial organizations.	16 Min.
YOUR BREATH CAN SAVE A LIFE	Demonstration of Mouth-to-Mouth Resuscitation as taught by the American Red Cross.	3½ Min.
YOU CAN TAKE IT WITH YOU	Accidents in the home and in industry.	15 Min.
WHEN SECONDS COUNT (Color)	Demonstrates Rescue Breathing.	4 Min.
EMERGENCY 77	Presents several emergency situations and how to deal with them. Film helps create public awareness of the need for learning how to prevent emergencies, but what to do quickly in an emergency requiring medical attention. Emphasis is placed on avoiding panic through knowledge, planning and practice.	14 Min.

To be assured of the film reservation, film reuqests should be made as far in advance of the show date as possible.

RECREATIVE ARTS - OUTDOOR EDUCATION GRADES 10, 11, 12

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

ARCHERY

National Rifle Association, Bowhunting, Supplement to Hunter Safety and Conservation Program, Instructor's Manual, Washington, D. C., National Rifle Association. FREE MATERIAL

Texas Parks and Wildlife Department, The Hunter Safety Handbook, (Texas Hunter Safety Program Series), Austin, Texas Parks and Wildlife Department, 1974.

SUPPORTING MATERIALS

American Alliance For Health, Physical Education and Recreation, Archery, A Planning Guide For Group and Individual Instruction, Washington, D. C., American Alliance For Health, Physical Education and Recreation, 1972.

Hochman, Louis, The Complete Archery Book, New York, Arco Publishing Company, Inc., 1965.

Roberts, Daniel, Archery For All, Drake Publishers, Inc., 1972.

Rules, techniques, skills

CANOEING

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

American Red Cross, Basic Canoeing, Dallas, American Red Cross. Instructor's Manual

Nolen, Ben, Texas Rivers and Rapids, A Complete Canoeing Guide to Texas, Dallas, Texas, High Trails Company, 1974.

Texas Parks and Wildlife Department, An Analysis of Texas Waterways, Austin, Texas Parks and Wildlife Department.

SUPPORTING MATERIALS

Angier, Bradford, Introduction to Canoeing, Harrisburg, Pennsylvania, Stackpole Books, 1973.

RECREATIVE ARTS - OUTDOOR EDUCATION GRADES 10, 11, 12

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

CONSERVATION

Boy Scouts of America, Fieldbook, Dallas, Boy Scouts of America, 1975.

SUPPORTING MATERIALS

Peterson, Roger, A Field Guide to the Birds of Texas and Adjacent States, Boston, Houghton-Mifflin, 1963.

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Petrides, George A., A Field Guide to Trees and Shrubs, Boston, Houghton-Mifflin, 1973.

Texas Forest Service, Famous Trees of Texas, 1st ed., Texas Forest and Texas A & M University Systems, 1970.

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Zim, Herbert Spencer, Fishes, A Guide to Fresh and Saltwater Species, New York, Golden Press Western Publishers, 1956.

Zim, Herbert Spencer, Flowers, A Guide to Familiar American Wildflowers, New York, Golden Press Western Publishers, 1961.

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Zim, Herbert Spencer, Non-flowering plants, New York, Golden Press Western Publishers, 1967.

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CONSERVATION (CONTINUED)

Zim, Herbert Spencer, Rocks and Minerals, A Guide to Familiar Minerals, Gems, Ores and Rocks, New York, Golden Press Western Publishers, 1957.

Zim, Herbert Spencer, Seashore, Golden Press Western Publishers, 1955.

Zim, Herbert Spencer, Stars, New York, Golden Press Western Publishers, 1951.

Zim, Herbert Spencer, Trees, New York, Golden Press Western Publishers, 1952.

CRAFTS

SUPPORTING MATERIALS

Newman, Lee S., Kite Craft, History and Processes of Kite Making, New York, Crown Publishers, Inc., 1974.

Robbin, Royal, Basic Rock Craft, Austin, Texas, Whole Earth Provision Company, 1971.

Wagenvoord, James, Flying Kites, New York, Macmillan Publishing Company, 1968.

FISHING AND BOATING

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

Small, John, The Lakes of Texas, Kerrville, Texas, Outdoors World, 1974.

Texas Parks and Wildlife Department, Texas Skipper's Course, Austin, Water Safety Education, Texas Parks and Wildlife Department.

Tinsley, Russell, Freshwater Fishing in Texas, Houston, Texas, Cordovan Corporation, 1973.

FISHING AND BOATING (CONTINUED)

SUPPORTING MATERIALS

American Red Cross, Basic Outboard Boating, Instructor's Manual, Dallas, American Red Cross.

American Red Cross, Basic Rescue and Water Safety, Dallas, American Red Cross.

American Red Cross, Basic Rowing, Dallas, American Red Cross. Instructor's Manual

American Red Cross, Basic Sailing, Instructor's Manual, Dallas, American Red Cross.

American Red Cross, Survival Swimming, Instructor's Manual, Dallas, American Red Cross.

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Sand, George X., The Complete Beginner's Guide to Fishing, Garden City, New York, Doubleday and Company, Inc., 1974.

Texas Parks and Wildlife Department, A Guide to Texas Hunting and Fresh water Sport Fishing Regulations, Austin, Texas Parks and Wildlife Department, 1974.

Revised every two years

Wilke, L. A., Fishing Holes of Texas, A Guide to the Major Fishing Lakes of Texas, Houston, Texas, Cordovan Corporation, 1973.

HIKING, BACKPACKING, CAMPING

BIBLIOGRAPHY- ITEMS LISTED IN RESOURCE COLUMN

Boy Scouts of America, Fieldbook, Dallas, Boy Scouts of America, 1975.

Includes valuable camping information

Boy Scouts of America, Scout Handbook , Dallas, Boy Scouts of America, 1972.

HIKING, BACKPACKING, CAMPING (CONTINUED)

SUPPORTING MATERIALS

Abel, Michael, Backpacking Made Easy, Healdsburg, California, Naturegraph Publishers, 1972.

Bates, Joseph D., The Outdoor Cook's Bible, New York, Doubleday and Company, 1964.

Caldwell, Paul, America's Camping Book, New York, Charles Scribner's Sons, 1969.

Cunningham, Gerry, Light Weight Camping Equipment and How to Make It, Austin, Whole Earth Provision Company, 1968.

Elman, Robert, The Hiker's Bible, New York, Doubleday and Company, 1973.

Includes hiking techniques, equipment needed, safety, health

Fletcher, Colin, The New Complete Walker, Austin, Whole Earth Provision Company, 1972.

MacManiman, Gene, Dry It: You'll Like It.,Living Food Dehydrates, Austin, Whole Earth Provision Company, 1973.

Manning, Harvey, Backpacking One Step At A Time, Austin, Whole Earth Provision Company, 1972.

Merrill, Bill, The Hiker's and Backpacker's handbook, New York, Winchester Press, 1971.

Rethmel, R. C., Backpacking, Minneapolis, Burgess Publishing Company, 1974.

Russell, Helen R., Ten Minute Field Trips On Your School Grounds, Garden City, New York, Doubleday and Company, Inc., 1970.

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HUNTING

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

Jefferson, John, Hunter's Guide to Texas, Austin, Jenkins Publishing Company, 1969.

Texas Parks and Wildlife Department, The Hunter Safety Handbook, Instructor's and Student's Handbooks, (Texas Hunter Safety Program Series), Austin, Texas Parks and Wildlife Department, 1974.

SUPPORTING MATERIALS

Moreton, Dave, Gun Talk, New York, Winchester Press, 1973.

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Seton, Ernest T., Animals Tracks and Hunter Signs, Garden City, New York, Doubleday and Company, 1958.

Texas Parks and Wildlife Department, A Guide to Texas Hunting and Freshwater Sport Fishing Regulations, Austin, Texas Parks Wildlife Department, 1974

OUTDOOR ADVENTURE

BIBLIOGRAPHY - ITEMS LISTED IN RESOURCE COLUMN

Smith, Julian, Outdoor Education, Ref. ed. illus., Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1972.

Texas Almanac and State Industrial Guide, 1974-75, Dallas, A. H. Belo Corporation, 1974.

Texas Highway Department, Texas, Land of Contrast, Austin, Texas Highway Department. FREE MATERIAL

RECREATIVE ARTS - OUTDOOR EDUCATION

FIRST AID — SUPPORTING MATERIALS

Audio-Visual Materials:

American Red Cross
2300 McKinney
Dallas, Texas

There is no cost for usuage of the following films:

RESCUE BREATHING	Demonstrates mouth to mout resuscitation	21 min.
FIRST AID	Demonstrations of proper first aid care in an emergency	17½ min.
CHECKING FOR INJURIES	Shows proper procedures	20 min.
DANGER IS YOUR COMPANION	Shows what is being done to combat carelessness	16 min.
YOUR BREATH CAN SAVE A LIFE	Mouth-to-mouth resuscitation	3½ min.
YOU CAN TAKE IT WITH YOU	Accidents in the home and in industry	15 min.
FIRST AID: THE HOW AND WHY		27½ min.
FIRST AID: FOR WOUNDS		"
FIRST AID: FOR SHOCK AND ARTIFICIAL RESPIRATION		"
FIRST AID: FOR POISONING		"
FIRST AID: FOR INJURIES TO BONES, JOINTS AND MUSCLES		"
FIRST AID: FOR BURNS		"
FIRST AID: FOR COMMON EMERGENCIES		"
FIRST AID: FOR TRANSPORTATION OF THE SICK AND INJURED		"
FIRST AID: BANDAGING		"

SUPPORTING MATERIALS

FISHING AND BOATING

Audio-Visual Materials:

Guadalupe Rainbows. Texas Parks and Wildlife Department***
Film 8 min.

An 11 mile stretch of the Guadalupe River is the state's only put and take fishery for the trout. The film shows how the fish are stocked, the river's beautiful scenery and some fly fishing.

Fish For The Future. Texas Parks and Wildlife Department.
Film Color 28 min.

Native Texas fish evolved in streams and rivers and don't utilize the deep open waters of larger reservoirs. To fill this ecological niche, the Texas Parks and Wildlife Department is testing several species.

Take Two From the Sea. Texas Parks and Wildlife Department.
Film Color 28 min.

The story of shellfish

A Boat Is Not A Car. Texas Parks and Wildlife Department.
Film Sound Color

The purpose of this film is to make people think and discuss boat operating and water safety.

Fishing Fever. Texas Parks and Wildlife Department.
Film 14 min.

A film about fishing in general

* Water Wealth. Texas Parks and Wildlife Department.
Film 14 min.

A record of the activities of an aquatic biologist. His work in pollution and stocking guarentees better fishing for Texans.

*** Films are available to schools - no charge for loan

RECREATIVE ARTS - OUTDOOR EDUCATION

SUPPORTING MATERIALS

SAFETY - BICYCLES

Audio-Visual Materials:

Bicycle Safety. Filmfair Communications.
16mm Film Color

Bike People. Aims Instructional Media Services, Inc.
16mm Film Color

SUPPORTING MATERIALS

HUNTING - SURVIVAL

Audio-Visual Materials:

Wilderness Survival. National Rifle Association **
16mm Color 17min.

Survival techniques are discussed. Emphasis is placed on basics - building a shelter, obtaining food, and first aid.

Survival For Sportsmen. Texas Parks and Wildlife Department.**
Film, Color 11 min.

Graphically shows how a fully clothed hunter or other sportsman should react when finding himself unexpectedly in the water.

** No charge for use of films

RECREATIVE ARTS - OUTDOOR EDUCATION

SUPPORTING MATERIALS

PAMPHLETS

Superintent of Documents, Federal Assistance In Outdoor Recreation, Washington, D. C., U.S. Government Printing Office, 1970.

Gives short descriptions of federal assistance program

Superintendent of Documents, Private Assistance In Outdoor Recreation, Washington, D. C., U. S. Government Printing Office, 1970.

List many sources of assistance including publications and other aids.

Superintendent of Documents Selected Outdoor Recreation Statistics, Washington, D. C., U. S. Government Printing Office, 1971.

Report consists of recreation data

American Alliance of Health, Physical Education and Recreation, Research In Outdoor Education, Washington, D. C., American Alliance of Health, Physical Education and Recreation, 1972.

Summaries of 117 doctoral studies in outdoor education during the past three decades.

RECREATIVE ARTS - OUTDOOR EDUCATION

PERIODICALS

American Hiker
2236 Mimosa
Houston, Texas 77019

Archery
National Field Archery Association
Route 2, Box 514
Redlands, California 92373

Bass Master
P. O. Box 3044
Montgomery, Alabama 36109

Bowhunter
9715 King James Court
Fort Wayne, Indiana 46804

Camping
Galloway Corp.
5 Mountain Avenue
North Plainfield, New Jersey 07060

Field and Stream
CBS Publications, Inc.
383 Madison Avenue
New York, New York 10017

Outdoor Life
Popular Science Publishing Co.
355 Lexington Avenue
New York, New York 10017

Texas Parks and Wildlife Magazine
John H. Reagan Building
Austin, Texas 78710

National Rifleman
NRA - 1600 Rhode IslandAve.
Washington, D. C. 20036

National Wildlife
1412 16th St. N. W.
Washington, D. C. 20036

Journal of Physical Education and Recreation
AAHPER
1201 16th St. N. W.
Washington, D. C. 20036